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ABSTRACT

The Advisory Council reviews the administration of programs funded under Title V of the Elementary and Secondary Education Act of 1965 in an effort to strengthen State departments of education, and makes recommendations for further development of State education agencies. Successes of numerous programs are noted and special recommendations are made for substantial funds and programs to cope with critical urban educational problems. Topics covered include: (1) fund and staff utilization, (2) directions of growth, (3) organization and staffing, (4) State review and other visits, (5) State-by-State reports, (6) special project grants, (7) projects and their administration, and (8) other Federal programs aiding State education agencies. Tables and charts are used to supplement and to clarify the various State reports and abstracts of special projects. Related Document is ED 025 025 (3rd report). (LLR)

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the state of state departments of education

The fourth annual report of the Advisory Council on State Departments of Education

U.S. DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
Office of Education

Robert H. Finch, *Secretary*
James E. Allen, Jr.,
Assistant Secretary and Commissioner of Education

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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THE SECRETARY OF HEALTH, EDUCATION, AND WELFARE
WASHINGTON, D.C. 20201

April 28, 1969

DEAR MR. PRESIDENT:

The Advisory Council on State Departments of Education has completed its fourth annual report, pursuant to its mandate in Title V, Public Law 89–10. I have the honor of transmitting that report to you.

The Council has found marked progress by the State education agencies in strengthening their leadership role, largely attributable to Title V of the Elementary and Secondary Education Act. There remains, however, much to be done, and the Council has offered suggestions and recommendations which my staff and I shall study before making comments to you and to the Congress as appropriate.

Respectfully yours,

ROBERT H. FINCH
Secretary

THE PRESIDENT
The White House
Washington, D.C.

THE SECRETARY OF HEALTH, EDUCATION, AND WELFARE
WASHINGTON, D.C. 20201

April 28, 1969

Dear Mr. President:

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The Council has found persuasive evidence of substantial progress made by the State education agencies in strengthening their leadership role, an express concern of the Congress in the Elementary and Secondary Education Act. There is nevertheless much yet to be done, and the Council has, in its report, offered suggestions and recommendations which we shall consider carefully. After we have studied and discussed the report, we shall submit to you and to the President such comments as seem appropriate.

Sincerely,

Robert H. Finch
Secretary

Honorable Spiro Agnew
President of the Senate
Washington, D.C.

THE SECRETARY OF HEALTH, EDUCATION, AND WELFARE
WASHINGTON, D.C. 20201

April 28, 1969

Dear Mr. Speaker:

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Sincerely,

Robert H. Finch
Secretary

Honorable John W. McCormack
Speaker of the House of Representatives
Washington, D.C.

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
OFFICE OF EDUCATION
WASHINGTON, D.C. 20202

March 31, 1969

DEAR MR. SECRETARY:

The Advisory Council on State Departments of Education, pursuant to Title V, Public Law 89–10, has reviewed the administration of Title V and the status of other enactments under which Federal funds are appropriated to assist State education agencies, and has completed its report. I take pleasure in transmitting that report to you.

It is the Council's fourth annual report. While acknowledging the difficulty of making a precise qualitative assessment of progress in strengthening State departments of education, the Council nevertheless recounts some of the evidence which has convinced it of substantial improvement attributable to Title V, and discusses what is still needed to achieve the leadership by these agencies that Congress saw as essential.

The report and the Council's recommendations are being carefully studied and our comments, as appropriate, will be incorporated in future communications to you.

Sincerely yours,

PETER P. MUIRHEAD
Acting Commissioner of Education

HONORABLE ROBERT H. FINCH
Secretary of Health, Education, and Welfare
Washington, D.C.

preface

Title V of the Elementary and Secondary Education Act of 1965—"Grants to Strengthen State Departments of Education"—required the Secretary of Health, Education, and Welfare to appoint an Advisory Council on State Departments of Education. The Council's creation, according to section 510(a), is

> for the purpose of reviewing the administration of the programs for which funds are appropriated pursuant to this title and making recommendations for improvement of such administration, and reviewing the status of and making recommendations with respect to such programs and this title and with respect to other Acts under which funds are appropriated to assist State educational agencies to administer Federal programs relating to education.

The Act of 1965 has been amended without directly altering the Council's nature or its obligations; the amendments have, if anything, enlarged the Council's responsibilities.

By March 31 of each year the Council must report its findings and recommendations to the Secretary who transmits them, with his comments and recommendations, to the President and the Congress.

This is the fourth such report. The first,[1] made before the act had seen a full fiscal year, dealt with the preliminary stages of the administration of Title V. The second,[2] made in March 1967, reported the first full year of the program's operation and the determined efforts made by the States to avail themselves of the assistance offered. The third [3] noted the progress made by the State education agencies and endorsed their efforts toward comprehensive statewide educational planning.

The present report offers evidence of qualitative progress by the State education agencies to bolster the quantitative data presented in this and the previous reports. But the Council points out that the goals set by the Congress in the act have not yet been achieved and that the Federal assistance toward those goals must not only be continued but enhanced.

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[1] *Improving State Leadership in Education.* OE–23047, March 1966.

[2] *Reinforcing the Role of States in Education.* OE–23050, March 1967.

[3] *Focus on the Future.* OE–23050, March 1968. EA 001 829

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U.S. Office of Education
Washington, D.C.

summary and recommendations

summary and recommendations

This fourth annual report of the Advisory Council on State Departments of Education finds that there has been marked progress in reinforcing the capacity of the State agencies to identify and meet the educational needs of their States and to provide competent leadership and helpful service to the local school systems.

The indications of growth are largely quantitative, but the data were supported by other evidence of qualitative progress as well, discussed in the pages that follow.

The legislative history of the Elementary and Secondary Education Act of 1965 confirms unequivocally the crucial importance of the State departments of education. Title V of the act implements the congressional concern that these agencies should be helped to make themselves as strong as possible to carry the increasing burdens thrust upon them by the education explosion.

The responsibilities of this Advisory Council, created by the same Title V, are thus correspondingly broad. The recommendations which follow denote the breadth of the Council's concern.

recommendations

The Advisory Council on State Departments of Education:

1. in recognition of the crises existing in metropolitan areas, recommends that the Congress provide substantial funds to supplement those available under section 505, Title V of the Elementary and Secondary Education Act, to enable a number of State education agencies to demonstrate alternative methods of equipping themselves to cope with the critical urban educational problems. Such intensive demonstration activity would embrace building of a capability to meet immediate crises as well as developing long-range strategies to forestall such crises in cities that have not yet encountered them.
2. recommends that the U.S. Office of Education make a thorough search of its programs, activities, and authorities to determine how the benefits might be more appropriately focused to bring relief to the critical conditions existing in urban education.
3. recommends that the U.S. Office of Education proceed expeditiously to conduct the consolidation study requested by the 90th Congress and analyze the findings in detail to determine new legislative alternatives for distributing Federal resources to the educational needs of the Nation. The Council also believes that the findings of this study will reveal logical patterns for effective balances among categorical grants, broad functional grants, and general financial assistance to education.
4. in recognition of the need for more and better trained manpower for State departments of education, recommends that the U.S. Commissioner analyze various training authorities available to him with a view to concentrating an appropriate part of the funds under those authorities to help meet the manpower problems of those State departments.
5. recommends that the Federal Government examine in depth the various legislative enactments which authorize funds for equipment and materials to determine the appropriate relationship between hardware and the essential complementary resources and services. Such an analysis will probably show the need to provide software and services simultaneously with installation of complex equipment if quality educational activities are to result.
6. reiterates its grave concern over the difference between levels of authorization and levels of appropriation. It recommends that the Congress appropriate the full amount of the authorization and that the executive branch of the Federal Government take immediately such substantive steps as it can to close the existing gap.
7. in recognition of the fact that there has been a proliferation of responsibilities for education in both Federal and State governments, recommends that efforts be made to bring about a greater degree of integration of educational activities on a functional basis and that all public elementary and secondary educational functions be centralized within State government in a logical pattern dependent upon the

structure within each State. The Council further recommends that heads of all Federal agencies responsible for elementary and secondary educational legislation enacted by the Congress be aware of the need for centralized administration of such programs within State government.

8. recommends that the Office of Education provide the Advisory Council an opportunity to meet with representative members, including a leading staff person, of other advisory councils serving Elementary and Secondary Education Act programs. The purpose of such a meeting would be to provide this Council means for interchange of pertinent information and ideas so that it may be in a stronger position to fulfill its statutory duties of counseling the Secretary, the Congress, and the President.
9. believes that there is a wide variation of capacity among State and local education agencies; is also aware of the fact that capacities to plan coordinately for utilization of public funds are being significantly enhanced in both State and local education agencies. In view of this, it recommends that the Federal Government increase the degree of flexibility in managing and planning programs for State and local education agencies as they are able to demonstrate outstanding capability in these areas.
10. views with favor the discernible trends in recent congressional legislation to allow State departments of education to perform a more relevant and a more comprehensive kind of educational planning in order to qualify for Federal funds. It recommends, however, that commensurate with the development of such capabilities State education agencies should also be afforded the opportunity to use more discretion in the utilization of available funds.
11. recommends that the U.S. Office of Education vigorously pursue its efforts to analyze, simplify, and coordinate the information and evaluation systems associated with State plan/State grant programs in both State and local education agencies. The Council also wishes to commend the U.S. Office of Education for the steps it has taken in this direction and encourages it to continue.

At the instance of the Advisory Council, the Acting Commissioner of Education on February 3, 1969, transmitted to the Secretary of Health, Education, and Welfare the following resolution adopted by the Council at a meeting held January 24, 1969:

> Whereas early childhood education presents unique opportunities for constructive leadership by State departments of education, and particularly in emphasizing an educational rather than a welfare base for the programs, the Advisory Council on State Departments of Education recommends that Federal programs for early childhood education, including Head Start, be administered by the U.S. Office of Education under a precept that every effort be exerted to maintain the program's originality and flexibility, and with appropriate assurances of continued participation by nonpublic agencies.

the state of state departments of education

the state of state departments of education

Title V, like the rest of the Elementary and Secondary Education Act of 1965, will be 4 years old in April. The conference report preceding its enactment said in part:

> The committee emphatically agrees * * * that if American education at the elementary and secondary levels is to be both free and effective, State departments of education must be strengthened without delay. The alternative to strong State departments of education is an education lag and a default of leadership which can only result in a loss to the entire nation.

To the extent that any generalization can be made from available evidence about 56 largely disparate entities [1] of varying qualities, the Advisory Council believes that State departments of education have benefited greatly from Title V. Their capabilities and influence have increased, their leadership extended, their status improved. From being preoccupied chiefly with educational statistics and rules and regulations, they deal increasingly with the essential and complex problems occasioned by the new ideas and the new directions of education.

They have not reached an ideal stage. There has not been sufficient time, sufficient manpower, or sufficient money.

money

For the implementation of Title V, the Elementary and Secondary Education Act, as amended, authorized for these 4 years a total of $200 million, starting at $25 million and increasing to $80 million. The appropriations have been well below the authorizations: $83 million (seemingly $98.5 million, but $15.5 million in the last 2 years represented funds formerly appropriated under other programs). These amounts, the Council feels, are inadequate, and it continues to urge that the appropriations meet the authorizations. (Figure 1 illustrates graphically the disparities between authorizations and appropriations.)

Despite the insufficiency of funds, the Council finds encouraging progress, and a readiness by State departments of education to profit by opportunity in a number of ways. Their needs have varied, and they have had to make varied judgments on the priorities of those needs.

In fiscal year 1968, 43 States (out of 49 whose reports are available at this writing) and one other jurisdiction (two reports are still lacking) have used some of their Title V grants to strengthen their leadership, consultative, and technical services to local educational agencies for improvement of instruction. Twenty-three States have devoted some of their grants to extending similar services to the local agencies for improvement of their administration of education.

To be in a position to render effective leadership, the State agencies must themselves be strong. To reinforce themselves, in fiscal year 1968:

- ☐ 27 States applied part of their Title V allotments to strengthening their general administrative functions;
- ☐ 36 made improvements in their data processing and management information systems;
- ☐ 13 devoted attention to staff development and inservice training;
- ☐ 21 sought to improve their leadership in teacher training and certification;
- ☐ 15 reported efforts to vitalize their planning and evaluation capacity;
- ☐ 15 strove to enhance their public information services;
- ☐ many States also devoted Title V resources to strengthening their capability for providing technical assistance in such specialized concerns as pupil transportation, school lunch, education for the handicapped and other disadvantaged, school district reorganization, guidance, educational television, and the like.

manpower

Even before the enactment of the Elementary and Secondary Act of 1965 (ESEA) few if any State departments of education (SDE's) were staffed to provide appropriate leadership services to local school districts. As the Council has previously reported, in 1962 the number of professional em-

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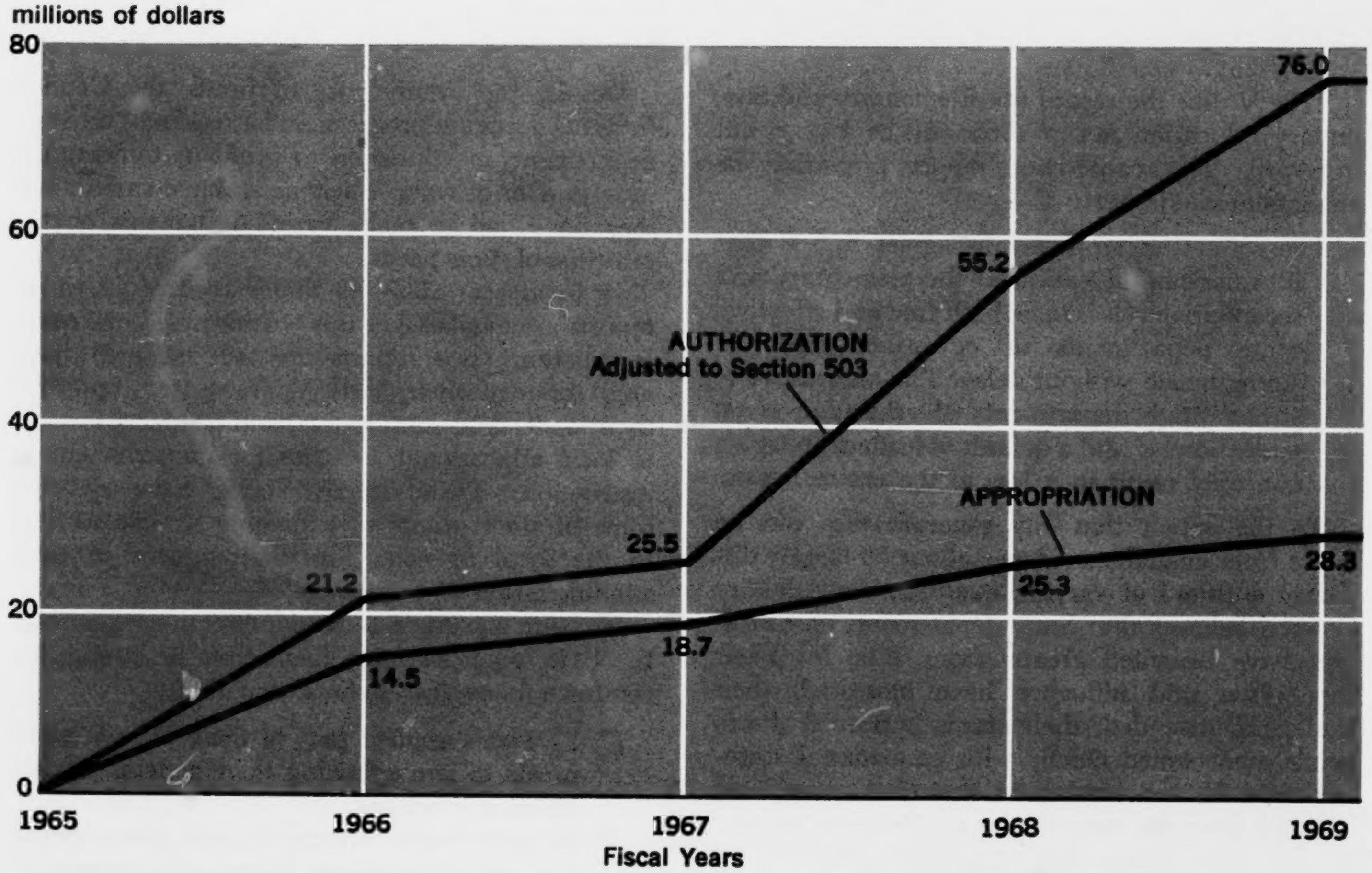
[1] The District of Columbia is defined as a State for the purposes of the title; Puerto Rico, Guam, Virgin Islands, American Samoa, and (later) the Trust Territory of the Pacific Islands are eligible in different degree for its benefits.

Figure 1.—ESEA TITLE V, SECTION 503

Authorizations and Appropriations, Fiscal Years 1965–1969



ployees in SDE's ranged from 16 to 270. In 21 States there were fewer than 50 professionals on the State agency staffs. Successive Federal enactments in aid of education increased the responsibilities of the SDE's but not, unfortunately, their capacity to cope with them. ESEA took cognizance of this; hence Title V. When ESEA was enacted, the State education agencies were still trying to function with about 5,000 professional, and a somewhat larger number of nonprofessional, employees. Title V gave them some financial means to improve their condition. But money did not automatically solve their problems.

Their need of personnel was so urgent that in the first year of Title V (fiscal year 1966) they set desperately high goals, and when the appropriation (some 6 months later than the authorization) became available, they were able to hire only half the people they had hoped for; indeed, they were able to use only 78 percent of the funds made available to them under Title V, and salaries accounted for barely one-fifth of their expenditures.

The next year, although the appropriations were tardy again, they had a sounder basis for estimating their expectations and fixing their aspirations. They were able that year to engage 93 percent of the professionals they sought and to use 91 percent of the funds available to them.

But although their responsibilities have swelled and their tasks multiplied, the *average* State education agency has only doubled its staff in the past 3 years. Even so, many are still troubled by an insufficiency of manpower.

At its February 1969 annual convention, the American Association of School Administrators (AASA), an affiliate of the National Education Association, adopted a resolution which said in part:

> At present the States have a responsibility to provide financial support for public education. State departments of education are, and must remain, responsible for administration of their own and Federal education funds for the greatest possible benefit to education in every school district. *They are responsible for employment of sufficient well-prepared staff members, not only for planning and coordination of programs and administration of funds but for educational research and experimentation too costly for local systems to undertake.* [Emphasis added.]

The Advisory Council firmly endorses this AASA resolution.

As has been suggested, money alone could not solve the problems of the State departments of education, though it was an important factor. Confronted with urgent work demanding to be done, State administrators could not pause to do comprehensive planning. They could not always keep up with rapidly moving changes—in knowledge, in methods, in systems, in technology. Competent professionals, even when State agencies could finally afford to hire them, cannot be requisitioned from a stockroom (not, at any rate, by Government agencies; in private industry there has reportedly been "stockpiling" of human talent by large firms which can afford the investment). With appropriation levels uncertain, and appropriations themselves tardy, poorer States cannot make commitments; by the time they can, their prospective employees have signed up elsewhere. In some States, antiquated civil service rules or practices, low pay levels, unattractive working conditions, and similar disadvantages have obstructed recruitment.

During Title V's first year, therefore, when only one-fifth of its grants were used for payroll, one-fourth were used to contract with universities, nonprofit research organizations, consultants, as well as private firms, for such tasks as surveys, research, curriculum revision, systems installation, management analysis, and the like. Nearly two-fifths went for equipment. It is difficult to repress a suspicion that funds received late, and good only until the rapidly approaching end of the fiscal year, could be committed most quickly by ordering hardware that *could* be requisitioned from a stockroom, or ordered with funds that thus became obligated, even though delivery was not immediate.

The Council has in the past urged Congress—and does so again—to appropriate for Title V the full amount authorized; otherwise the highly desirable intent of Title V cannot be fully realized. Table 1 compares the amounts authorized by the Elementary and Secondary Education Act, as amended, with the amounts appropriated. It also shows the amounts for which SDE's were able to apply and receive grants, and the amounts they were able to spend. The disparities in the last two, the Council feels, are in a large measure owing to the tardiness of the appropriations, a matter to which the Council has also addressed itself in previous reports.

Manpower problems trouble State departments of education not only in filling existing vacancies but in retaining good people already employed. The factors that discourage newcomers may also affect

Table 1.—**Title V, ESEA, financial summary, 4 fiscal years**

Fiscal year	Authorization	Appropriation [1]	Grants [2]	Expenditures [3]	Percent section 503 expenditure of grants
1966	$25, 000, 000	$17, 000, 000	$16, 807, 339	$13, 800, 289	
	(Sect. 503)	(14, 450, 000)	(14, 257, 339)	(11, 250, 289)	78
	(Sect. 505)	(2, 550, 000)	(2, 550, 000)	(2, 550, 000)	
1967	30, 000, 000	22, 000, 000	21, 888, 440	20, 222, 574	
	(Sect. 503)	(18, 700, 000)	(18, 588, 440)	(16, 922, 574)	91
	(Sect. 505)	(3, 300, 000)	(3, 300, 000)	(3, 300, 000)	
1968	65, 000, 000	[4] 29, 750, 000	29, 602, 646	26, 709, 614	
	(Sect. 503)	(25, 287, 500)	(25, 140, 146)	[5] (22, 247, 114)	88
	(Sect. 505)	(4, 462, 500)	(4, 462, 500)	(4, 462, 500)	
1969	80, 000, 000	[4] 29, 750, 000	26, 280, 994	NA	
	(Sect. 503)	(28, 262, 500)	[7] (24, 793, 494)	NA	
	(Sect. 505)	[6] (1, 487, 500)	(1, 487, 500)	NA	

NA=Not available.

[1] The language of the appropriation bill makes one aggregate sum available for the title. The figures in parentheses reflect the division of that sum as dictated by the language of Title V, ESEA.

[2] The figures shown are those for which States applied. No applications were denied (although some were returned for correction or addition before final approval).

[3] For the purposes of this summary the reserves for special (generally multi-State) projects have been treated as fully granted and fully spent. This is so because—among other reasons—many of these projects were longer than 1 year in duration and funds did not always cut off at the end of the fiscal year.

[4] In practical terms, the Title V appropriation was $22,000,000. Added to the appropriation beginning with fiscal year 1968 were $5,500,000 formerly available to the States under Title III, and $2,250,000 under Title X, both of NDEA.

[5] The figure here shown is the total reported by 48 of the 51 "States" (the District of Columbia for the purposes of Title V is defined by the act as a State) and 3 of the 5 other eligible jurisdictions.

[6] Beginning with fiscal year 1969, the reserve for special projects, previously 15 percent, was reduced to 5 percent. (At the same time, the States were required to pass along to local educational agencies 10 percent of their entitlements.)

[7] Granted as of Feb. 28, 1969.

older hands. Last year, 20 percent of SDE personnel left their departments for one reason or another. Three-fourths of the present staffs have been in their jobs less than 3 years. Training and orientation are a major problem of the SDE's, not only of new personnel, but of existing personnel in the new developments that affect their tasks, and the new responsibilities thrust upon them by broadening pro-education legislation.

That legislation has compounded the burden. There are now more than 30 Federal programs bringing assistance to education, and involving the State education agency in an important way. Each, upon enactment, was promptly implemented, and the State department of education generally set up a special unit to handle it. This is an expedient, but obviously not the most efficient, way for a State agency to function. By its nature, and because it operates on the basis of guidelines and regulations framed for its particular program, each unit tends to operate independently of others in the agency. The differences in operating rules of each program made it difficult for the chief State school officer to coordinate the units. Comprehensive planning, evaluation, consistent reporting, could rarely be realistically performed.

In Washington, steps were taken to try to relieve the situation, and Congress, in Public Law 90–576 (the Vocational Educational Amendments of 1968), has instructed the Commissioner of Education to study "the feasibility of consolidation of education programs in order to provide for more efficient use of Federal funds," and to report by the fall of 1969 with recommendations for legislation. State education agencies are cooperating in this study. The Council addresses itself to this study in its *Recommendations.*

directions of growth

Numbers of people hired, volume of services farmed out, cost of equipment acquired, are evidences of growth. The purposes for which these resources were used will show the directions of growth and perhaps permit some inferences about improvement. Table 2 shows in its third, fifth, and seventh columns the proportions of Title V, section 503, funds devoted to performance of the broad program function categories in the 3 years already passed. The grants in these 3 years aggregated some $58 million (this is less than 9 percent of the total funds available to SDE's from all sources).

Title V, like most Federal aid legislation, is designed to supplement, not supplant, other State and local funds. It is explicit that there should be no diminution in effort already being made because Federal funds have become available; these are additional, not substitute, funds. The amounts available to the SDE's from other sources have increased each year; the other columns in table 2 analyze these total funds in similar fashion.

The figures in the table are collective totals, for all the States together. While many individual States showed proportions close to this collective average, there are wide variations among other States (in the case of *general administration,* for example, the range is from less than 6 percent to more than 40 percent).

For general administrative purposes, the States had been using from 20 to 25 percent of their total resources (with little variation in a 4-year period). When they got Title V funds, they devoted 44 percent of their allotments the first year to strengthening themselves in that area. In the following years, as we shall see, they were able to pursue other ends.

Statistics and data processing took, out of total funds available, 3.5, 4.5, and 5.5 percent in the 3 successive years beginning with fiscal 1965. When they got their Title V funds, they used nearly 21 percent of them to improve this function. It would be reasonable to assume that purchase or rental of data processing equipment figured largely in this.

The assumption is borne out by the fact, pointed out earlier, that in the first year of Title V, equipment acquisition took 38.6 percent. The Advisory Council, like others concerned with educational improvement (the American Association of School Administrators, for example), is concerned that expediency should not be the sole consideration in the acquisition of new technological equipment, particularly without corresponding provision for capacity to use it most efficiently.

Qualitative assessment by means of data such as these is virtually impossible. While the relative expenditure of Title V funds for the statistics and data processing function fell between fiscal years 1966 and 1967, the actual amount spent rose from $2.35 million to something over $3 million. Nor is that all. For a number of years most of the States have been receiving grants under Title X, section 1009, of the National Defense Education Act of 1958 as amended, for the express purpose of improving the "adequacy and reliability" of their educational statistics, including collecting and processing ("most of the States," because the Title X grants required the States to match the Federal contribution, and not all State legislatures appropriated the enabling funds).

Table 2.—**Comparison, proportion of funds spent by SEAs in major function categories out of total resources, and out of Title V (Section 503) grants—fiscal years 1965, 1966, 1967, and 1968**

Categories	Fiscal year 1965	Fiscal year 1966		Fiscal year 1967		Fiscal year 1968	
	(1)	(2)	(3)	(4)	(5)	(6)	(7)
	Percent of funds, all sources	Percent of funds, all sources	Percent of Title V funds	Percent of funds, all sources	Percent of Title V funds	Percent of funds, all sources*	Percent of Title V funds
1. General Administration	20. 31	23. 45	44. 14	25. 25	38. 24	21. 69	33. 18
2. Program planning, development, and evaluation	4. 62	5. 22	24. 78	5. 55	21. 86	5. 52	18. 89
3. Services for improvement of instruction (LEA's)	32. 70	33. 51	18. 97	31. 11	22. 97	32. 59	34. 47
4. Services for improvement of administration (LEA's)	6. 38	5. 75	5. 08	6. 18	8. 17	8. 50	6. 45
5. Accreditation, licensing and staff development	5. 61	4. 54	5. 06	4. 72	5. 91	5. 42	4. 66
6. Services for agency-operated institutions and programs	10. 66	16. 24	1. 41	20. 82	1. 75	19. 06	2. 00
7. Other	19. 72	11. 29	. 56	6. 37	1. 10	7. 22	. 35
Total	100. 00	100. 00	100. 00	100. 00	100. 00	100. 00	100. 00

Note. Title V (sec. 503) funding began in fiscal year 1966.
*Based on reports thus far from 40 States.

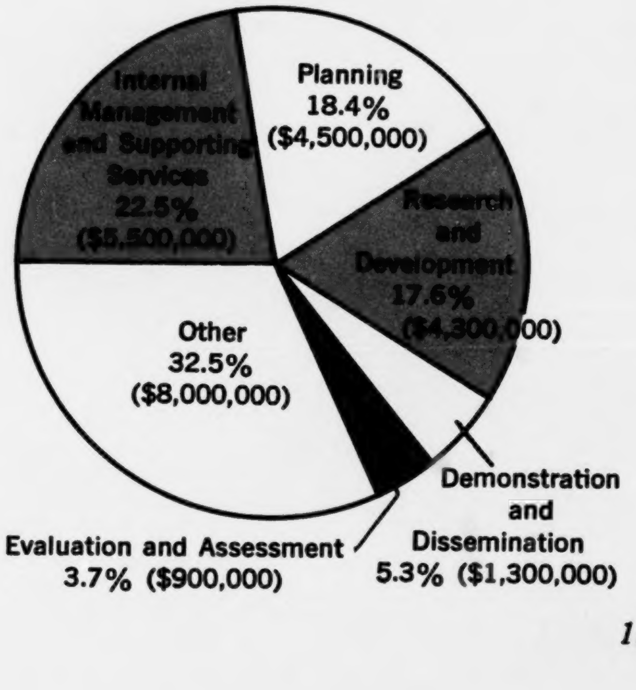
If we consider these factors, which might affect the inferences we would draw from the data mentioned, and the additional circumstance that fiscal, accounting, and reporting practices vary widely among the States, we realize that evaluative judgments must be made with great caution. Nevertheless the Council's conviction that there has been marked improvement is supported by other evidence.

The categorical ratios of expenditures in table 2 were compiled from the annual reports submitted to the U.S. Office of Education by the State departments of education. While the reporting criteria are uniform for all States, responses are bound to be subjective and hence variable. One bookkeeper's *data processing* may be another's *general administration;* one State's accounting system may provide for more subcategories than another's. All that can be said, then, is that we may assume that a State reported its expenditures consistently from year to year, but that State reports were not necessarily consistent with each other.

With this in mind, the staff of the U.S. Office of Education undertook a different kind of analysis of fiscal year 1968 reports. Using the descriptive parts of the project reports as well as the fiscal, staff members of the Office extracted from such major categories as *Leadership, Consultative and Technical Services to Local Education Agencies for Improvement of Instruction* (abbreviated in the tables as *Services for Improvement of Instruction*) those elements which were properly attributable to *Research and Development,* or *Evaluation and Assessment,* and so forth. By this means they were able to analyze the expenditure reports in somewhat different fashion, the focus of interest being constructive and forward-looking undertakings.

Figure 2.—SEA EXPENDITURE PATTERN

ESEA V, Section 503, Fiscal Year 1968



In table 2, *Program Planning, Development, and Evaluation* appeared to account for only 18.89 percent of the expenditures of section 503 grants in fiscal year 1968. The Office study, on the other hand, finds that *Planning* in that year took 18.4 percent; *Research and Development,* 17.6 percent; *Evaluation and Assessment,* 3.7 percent; and *Demonstration and Dissemination,* 5.3 percent (see fig. 2), or a total of 45 percent.

It has not been feasible to make a similar analysis for previous years, nor would the results justify the exertion of effort. The staff has other grounds for concluding that there has been a marked increase in the use of section 503 funds for these progressive ends. Note, for example, the course of *Services for Improvement of Instruction* in table 2. The *section 503* disbursements here for the 3 fiscal years were 18.97, 22.97, and 34.47 percent, respectively. Since the disbursements out of *total* funds for the 4 years remained fairly stable at 31 to 33 percent, it is reasonable to assume that progressive and innovative activities account for the dramatic rise in the 503 expenditures.

organization and staffing

The changes that have occurred in State departments of education can be seen more advantageously, perhaps, in a graphic comparison of organizational structure and staff size before enactment of Title V and since, and brief notice of significant differences. Accordingly the Advisory Council reproduces in the following pages these data for nine States. The States were selected to include large, medium, and small agencies, but no other objective criteria were used and the selections were made at random.

The 1962 data were taken from *State Education Structure and Organization* compiled by the Office of Education and published in 1964. The 1968 material was taken from accounts provided by the States as part of their submissions under Title V and other programs. In counting numbers of professional positions for 1968, the staff of the Office used the criteria that were followed for the 1962 report. Only professional positions were counted, and the following were excluded:

> Staff engaged in the direct operation of a school, college, university, or intermediate administrative unit, and staff conducting programs that are not considered integral parts of the State system of education in all States, e.g., vocational rehabilitation programs, State museums, State libraries, State archives, and State library extension programs.

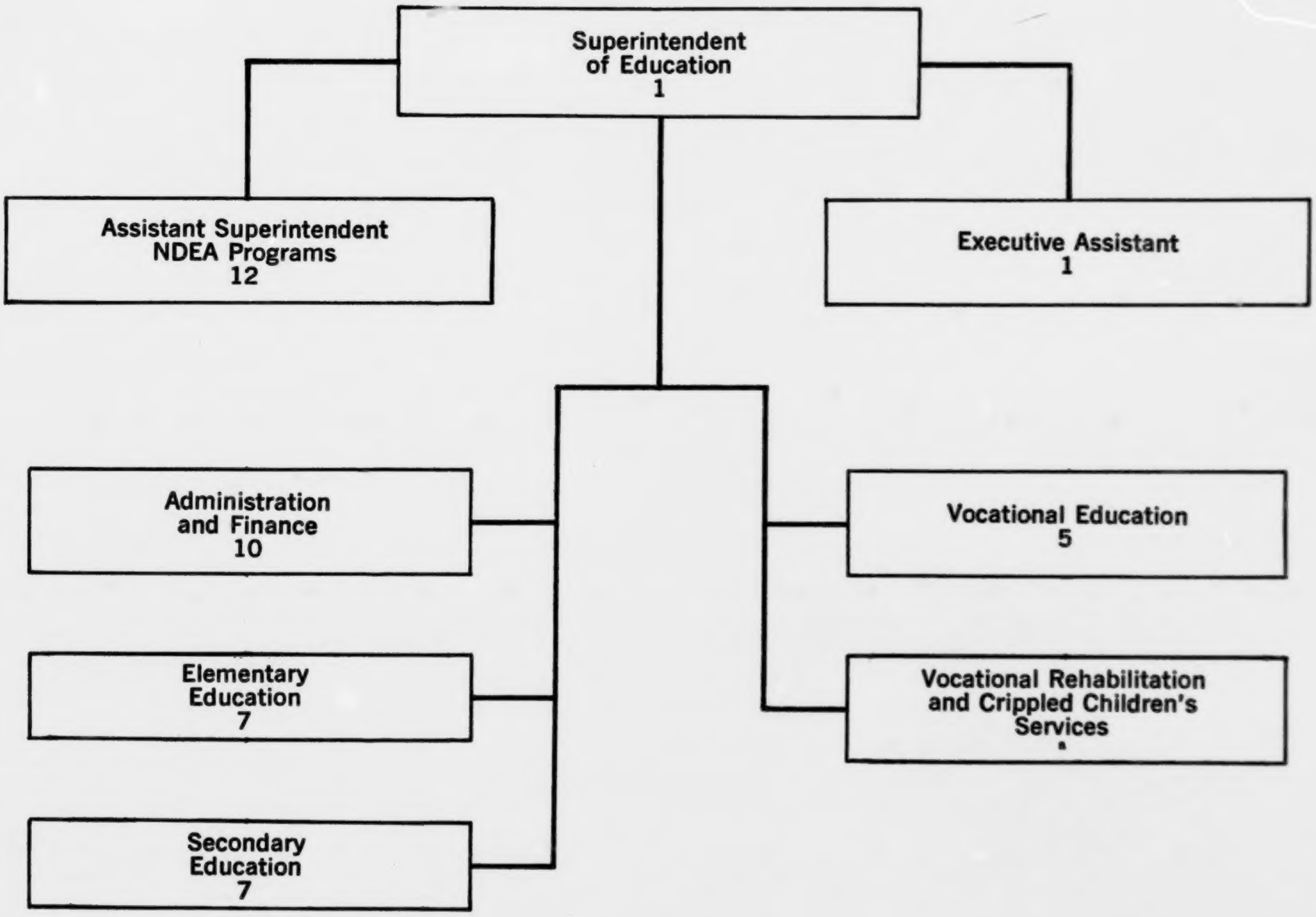
For the study, a professional position was defined as one requiring at least a baccalaureate or first professional degree conferred by an accredited institution of higher education. The figures in each block of the diagrams represent the numbers of professionals in that unit.

The States in this study are: Alabama, Minnesota, New Jersey, New York, Rhode Island, South Dakota, Texas, Utah, and Vermont.

ALABAMA

ORGANIZATION CHART, 1962

Department of Education


Superintendent of Education 1
Assistant Superintendent NDEA Programs 12
Executive Assistant 1
Administration and Finance 10
Elementary Education 7
Secondary Education 7
Vocational Education 5
Vocational Rehabilitation and Crippled Children's Services [a]

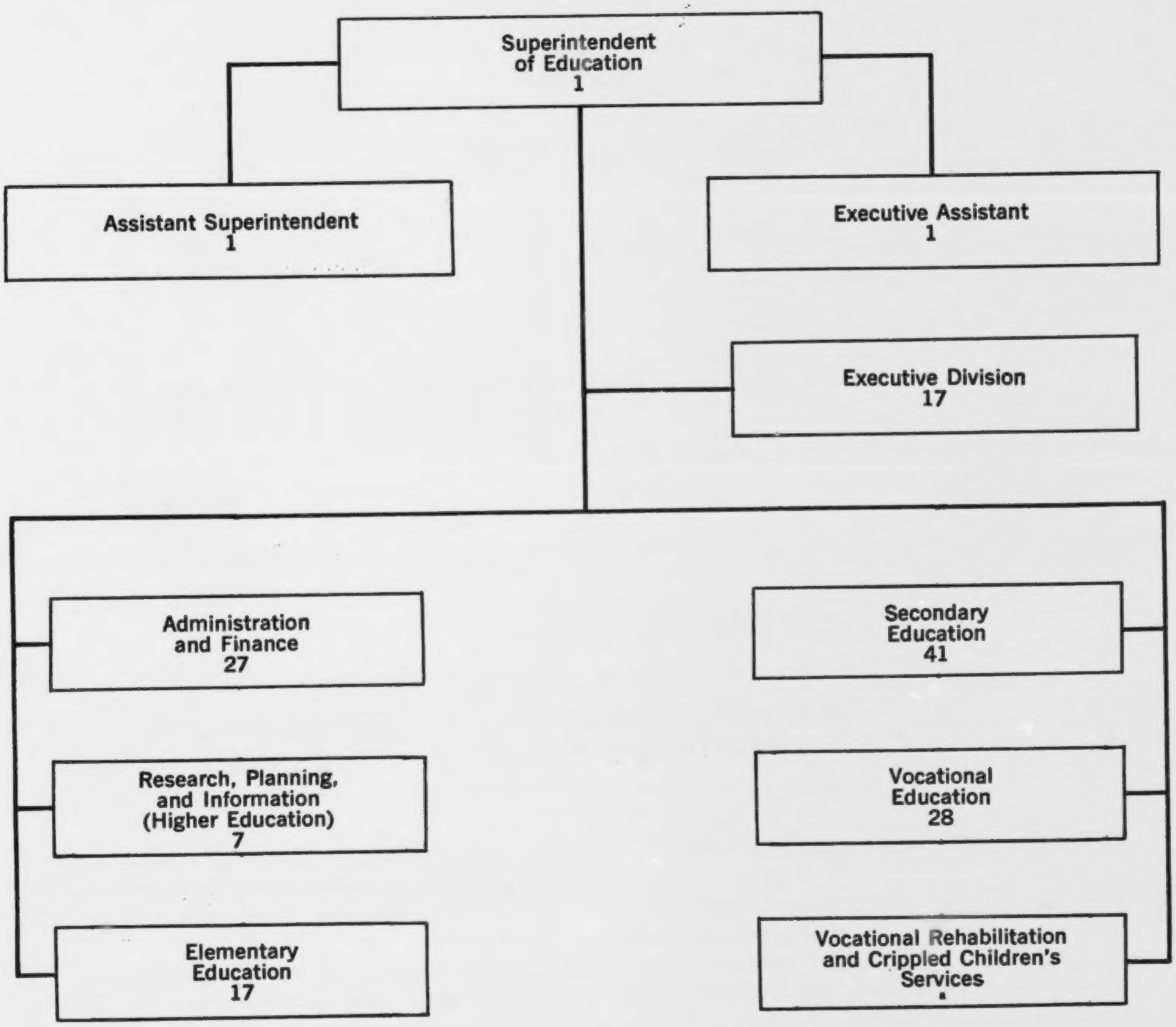
[a] Number of professional positions inapplicable to the study.

Professional positions, 1962	**43**
Professional positions, 1968	**140**

SIGNIFICANT CHANGES, 1962–1968

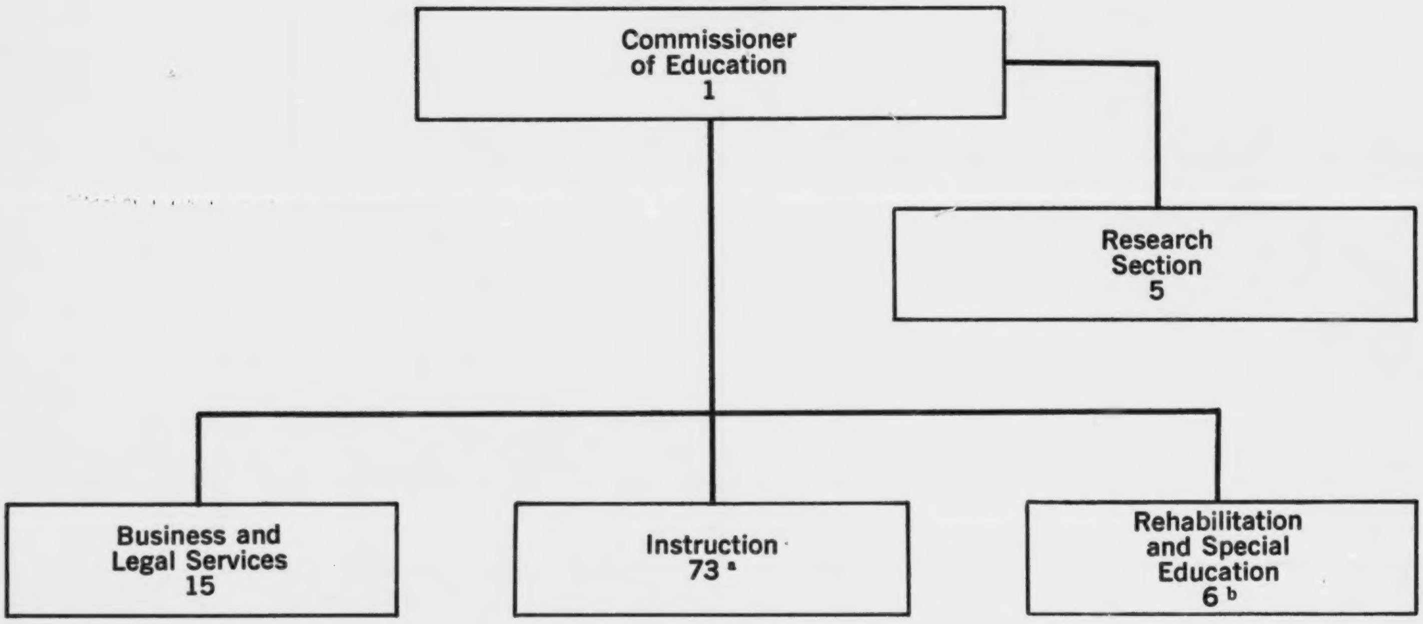
- ☐ 226 percent increase of professional positions.
- ☐ Establishment of executive division.
- ☐ Establishment of division of research, planning, and development, with emphasis upon higher education program.
- ☐ Substantial increase of professional positions in program and subject matter areas in elementary, secondary, and vocational education.

ORGANIZATION CHART, 1968
Department of Education


Superintendent of Education 1
Assistant Superintendent 1
Executive Assistant 1
Executive Division 17
Administration and Finance 27
Research, Planning, and Information (Higher Education) 7
Elementary Education 17
Secondary Education 41
Vocational Education 28
Vocational Rehabilitation and Crippled Children's Services [a]

[a] Number of professional positions inapplicable to the study.

MINNESOTA
ORGANIZATION CHART, 1962
Department of Education


Commissioner of Education 1
Research Section 5
Business and Legal Services 15
Instruction 73 [a]
Rehabilitation and Special Education 6 [b]

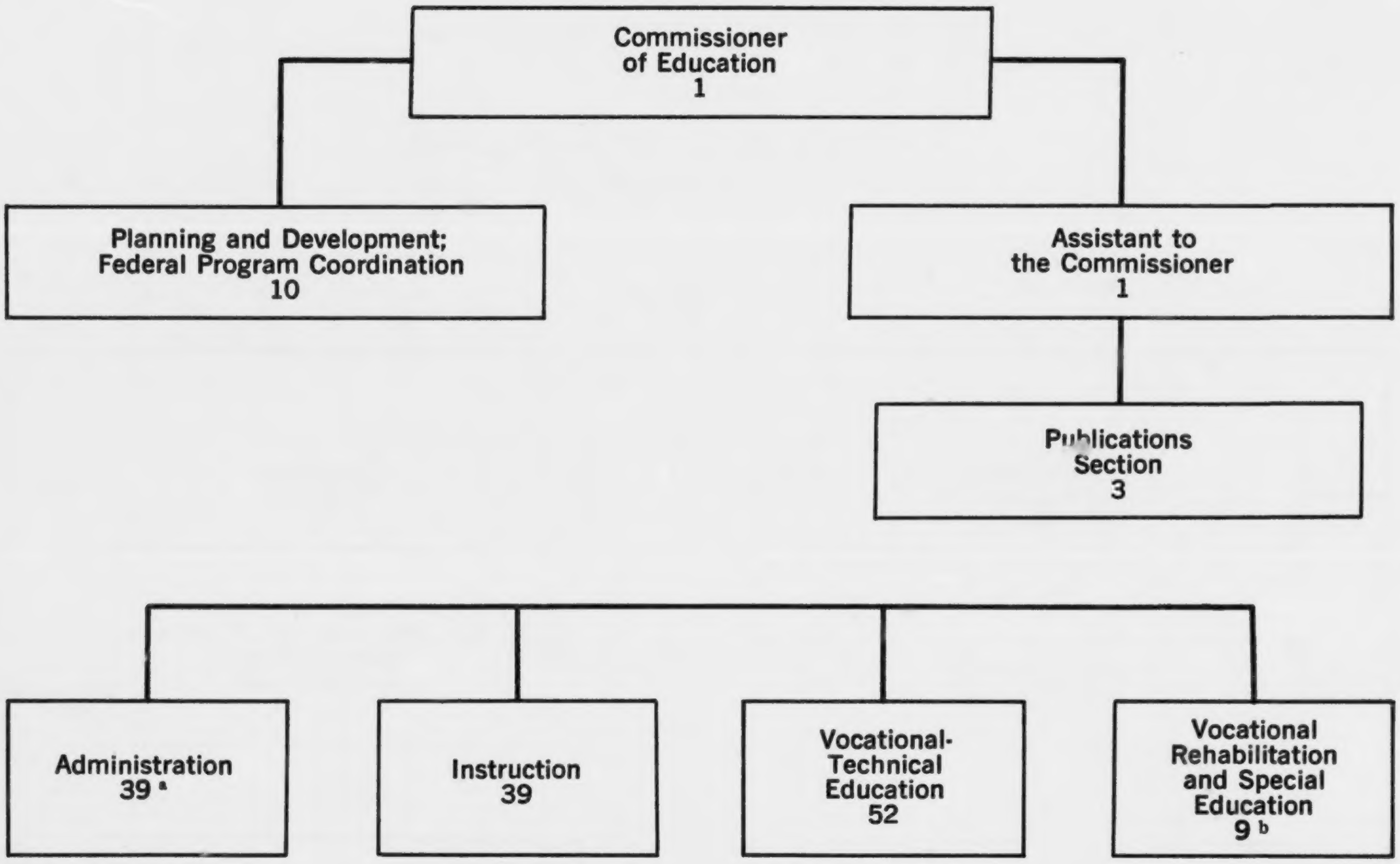
[a] Does not include professional positions in library unit.
[b] Professional positions of special education unit only.

Professional positions, 1962	100
Professional positions, 1968	154

SIGNIFICANT CHANGES, 1962–1968

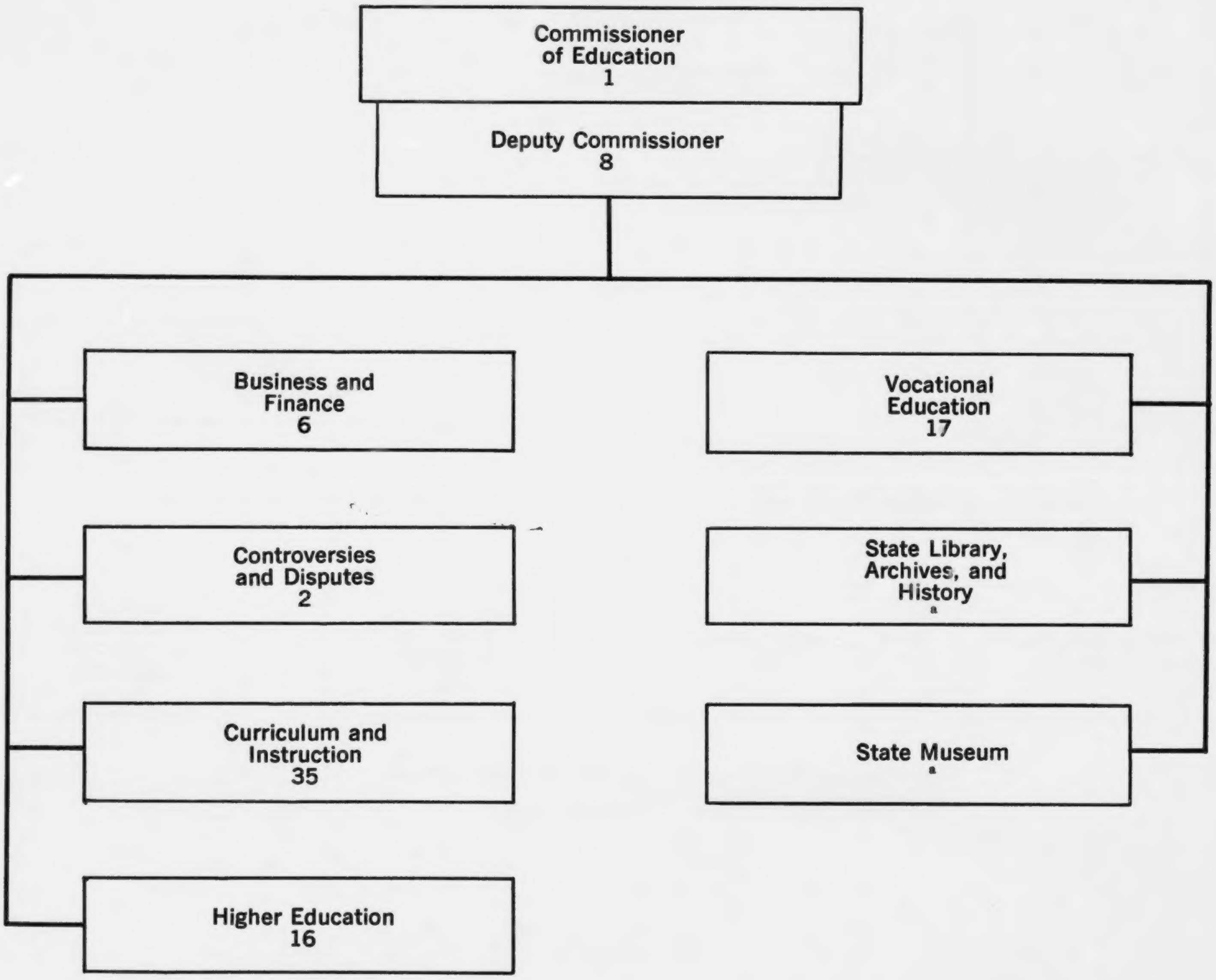
- ☐ 54 percent increase in professional positions.
- ☐ Establishment of division of administration by expanding former division of business and legal services. Research section was transferred to division of administration.
- ☐ Establishment of division of vocational-technical education by removing the vocational-technical education program from the division of instruction.
- ☐ Establishment of sections for planning and development, and coordination of Federal programs.

ORGANIZATION CHART, 1968
Department of Education


Commissioner of Education 1
Planning and Development; Federal Program Coordination 10
Assistant to the Commissioner 1
Publications Section 3
Administration 39 [a]
Instruction 39
Vocational-Technical Education 52
Vocational Rehabilitation and Special Education 9 [b]

[a] Does not include professional positions in library unit and special assistant attorney general.
[b] Professional positions of special education unit only.

NEW JERSEY
ORGANIZATION CHART, 1962
Department of Education


Commissioner of Education 1
Deputy Commissioner 8
Business and Finance 6
Controversies and Disputes 2
Curriculum and Instruction 35
Higher Education 16
Vocational Education 17
State Library, Archives, and History [a]
State Museum [a]

[a] Number of professional positions inapplicable to the study.

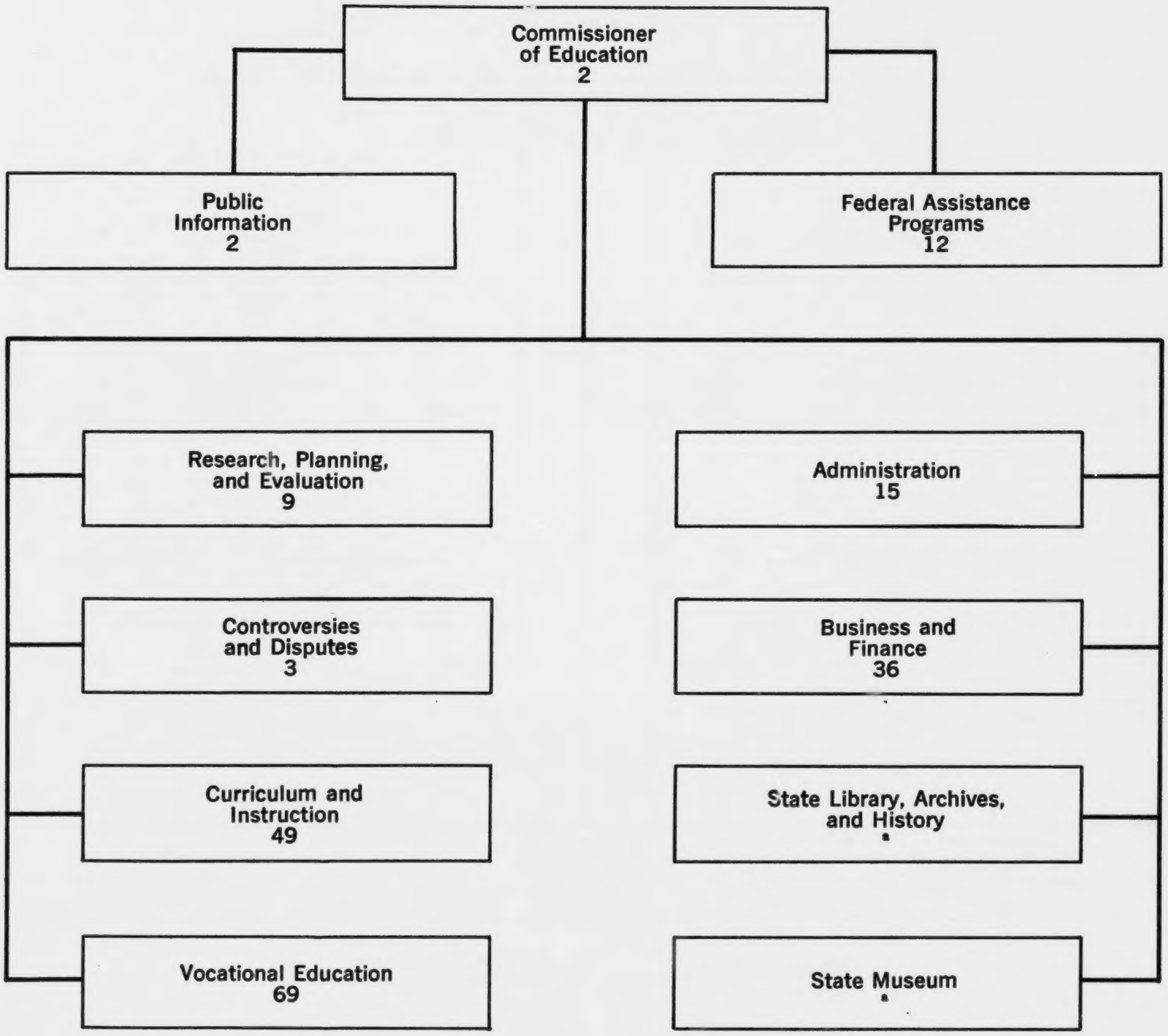
Professional positions, 1962	[1] 69
Professional positions, 1968	197

[1] Adjusted to exclude higher education functions which were transferred to another State agency.

SIGNIFICANT CHANGES, 1962–1968

- ☐ 186 percent increase of professional positions.
- ☐ Higher education functions transferred to another State agency.
- ☐ Establishment of a division of research, planning, and evaluation.
- ☐ Establishment of a division of administration.
- ☐ Establishment of an office of Federal assistance programs and a public information section.
- ☐ Substantial development of the vocational education program.

ORGANIZATION CHART, 1968
Department of Education

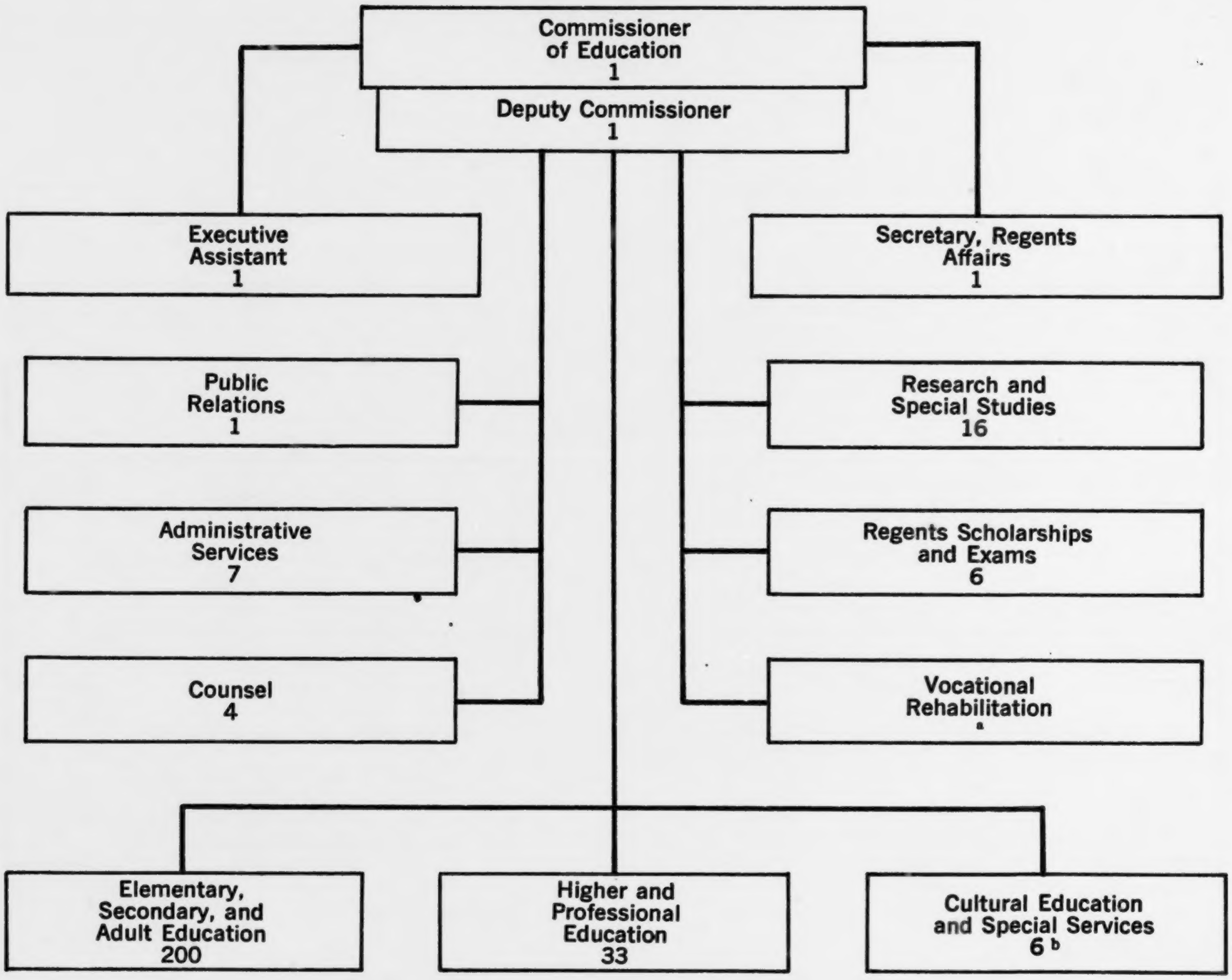

Commissioner of Education 2
Public Information 2
Federal Assistance Programs 12
Research, Planning, and Evaluation 9
Controversies and Disputes 3
Curriculum and Instruction 49
Vocational Education 69
Administration 15
Business and Finance 36
State Library, Archives, and History a
State Museum a

a Number of professional positions inapplicable to the study.

NEW YORK

ORGANIZATION CHART, 1962

State Education Department


Commissioner of Education 1
Deputy Commissioner 1
Executive Assistant 1
Secretary, Regents Affairs 1
Public Relations 1
Research and Special Studies 16
Administrative Services 7
Regents Scholarships and Exams 6
Counsel 4
Vocational Rehabilitation a
Elementary, Secondary, and Adult Education 200
Higher and Professional Education 33
Cultural Education and Special Services 6 b

[a] Number of professional positions inapplicable to the study.

[b] Includes only professional positions for educational communications unit.

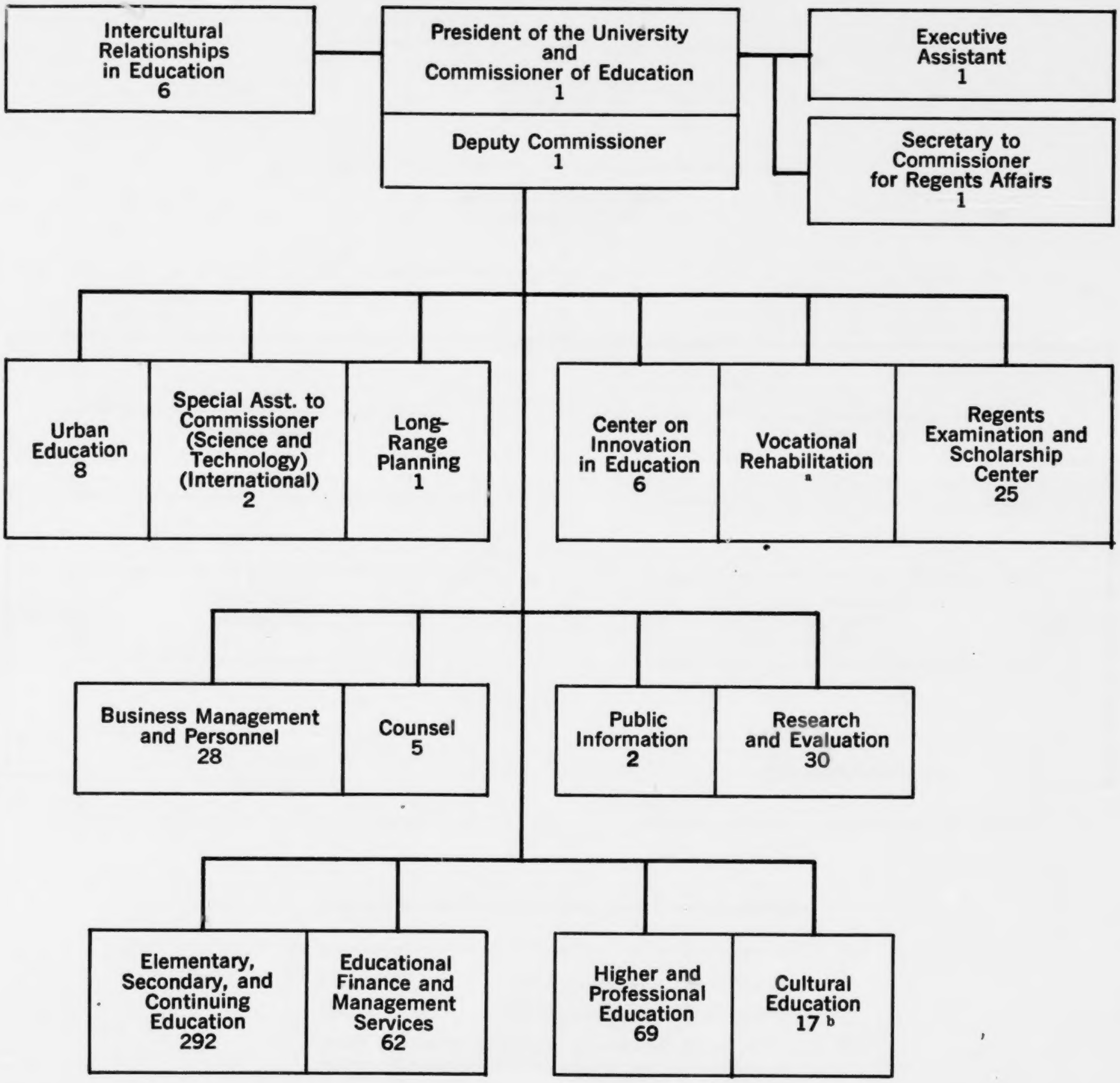
Professional positions, 1962	[1] **277**
Professional positions, 1968	**557**

[1] Total adjusted to include educational communication unit.

SIGNIFICANT CHANGES, 1962–1968

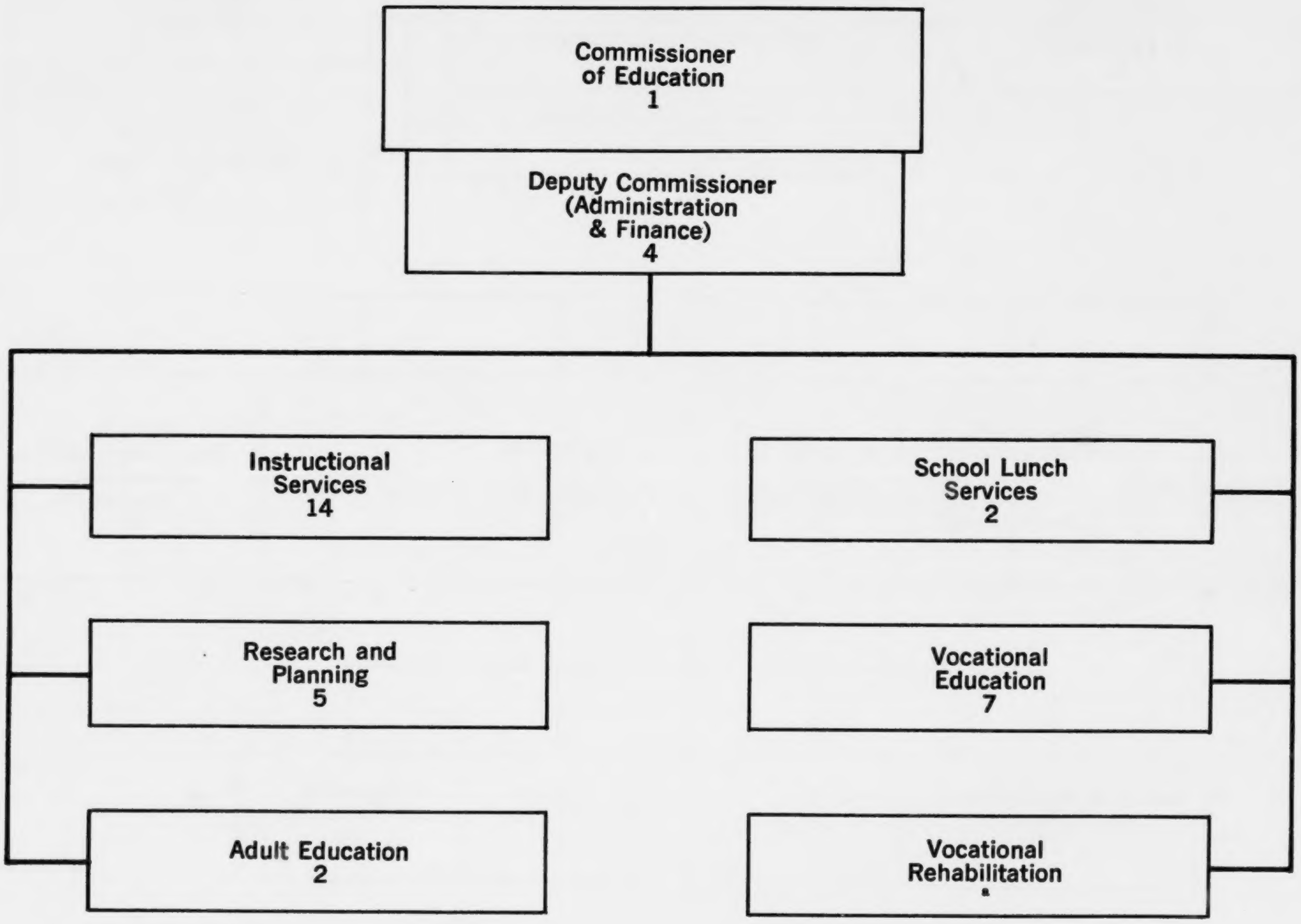
- ☐ 101 percent increase of professional positions.
- ☐ Establishment of programs in urban education, long range planning, international education, dissemination of innovations in education, and intercultural relationships in education.
- ☐ Substantial increase in departmental resources in business and personnel management, and research and evaluation.
- ☐ Establishment of major line division to provide services in educational finance and management for educational institutions and local educational agencies.

ORGANIZATION CHART, 1968
State Education Department


Intercultural Relationships in Education 6
President of the University and Commissioner of Education 1
Deputy Commissioner 1
Executive Assistant 1
Secretary to Commissioner for Regents Affairs 1
Urban Education 8
Special Asst. to Commissioner (Science and Technology) (International) 2
Long-Range Planning 1
Center on Innovation in Education 6
Vocational Rehabilitation a
Regents Examination and Scholarship Center 25
Business Management and Personnel 28
Counsel 5
Public Information 2
Research and Evaluation 30
Elementary, Secondary, and Continuing Education 292
Educational Finance and Management Services 62
Higher and Professional Education 69
Cultural Education 17 b

[a] Number of professional positions inapplicable to the study.
[b] Includes only professional positions for educational communications unit.

RHODE ISLAND
ORGANIZATION CHART, 1962
Department of Education


Commissioner of Education 1
Deputy Commissioner (Administration & Finance) 4
Instructional Services 14
Research and Planning 5
Adult Education 2
School Lunch Services 2
Vocational Education 7
Vocational Rehabilitation [a]

[a] Number of professional positions inapplicable to the study.

Professional positions, 1962	**35**
Professional positions, 1968	**[1] 61**

[1] Positions included in Education Directory, Rhode Island, 1968–1969, but not distributed under September 12, 1968 reorganization.

SIGNIFICANT CHANGES, 1962–1968

☐ 74 percent increase of professional positions.

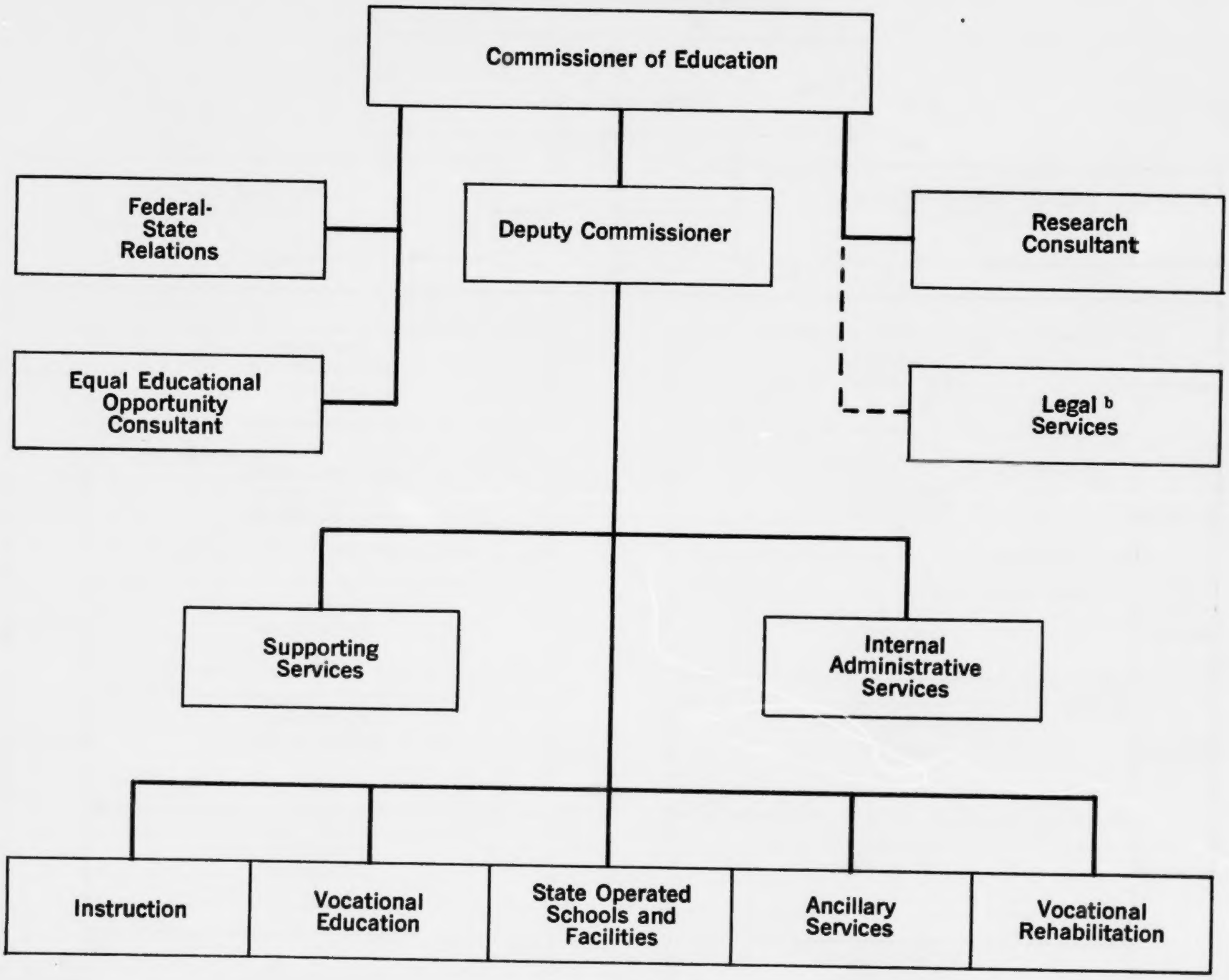
☐ Functional reorganization of the department approved by the State Board of Education and the Governor on September 12, 1968.

Major Units and Their Functions

Supporting Services:
Research, statistics, program planning and evaluation, department library, public relations, publication preparation.

Internal Administrative Services:
Personnel management, accounting, systems de-

ORGANIZATION CHART, 1968 [a]


Commissioner of Education
Federal-State Relations
Deputy Commissioner
Research Consultant
Equal Educational Opportunity Consultant
Legal [b] Services
Supporting Services
Internal Administrative Services
Instruction
Vocational Education
State Operated Schools and Facilities
Ancillary Services
Vocational Rehabilitation

[a] Department reorganization approved by the State Board of Education and the Governor on September 12, 1968. Staffing pattern not completed. Management study upon which reorganization was based was financed by Section 503, Title V, ESEA, as amended.

[b] From Office of Attorney General.

sign and procedure, purchasing, budget development and planning.

Instruction:

Curriculum development and supervision, use of materials and facilities for instruction, pupil personnel services, adult education, special education, teacher education and certification of school personnel, compensatory programs, special demonstrative and innovative programs.

Vocational Education:

Curriculum development and supervision, use of materials and facilities for instruction, vocational guidance and counseling.

State Operated Schools and Facilities:

Educational television, school for the deaf, practical nurses training school, area vocational-technical schools, manpower development and training.

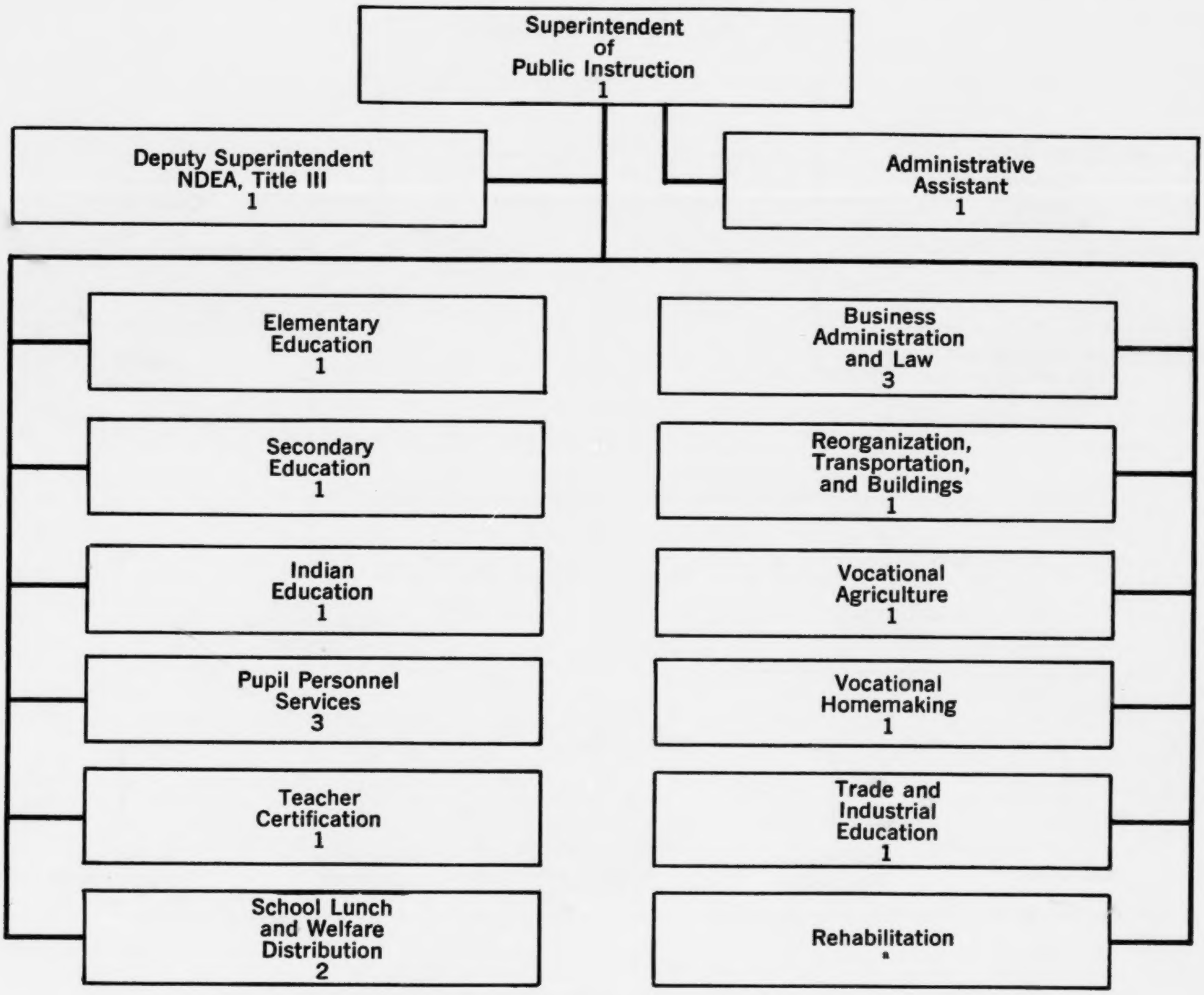
Ancillary Services:

School aid distribution, school lunch, school transportation, school plant planning, school district organization, school business advisory service, student scholarships.

Vocational Rehabilitation:

Vocational rehabilitation programs and services.

SOUTH DAKOTA
ORGANIZATION CHART, 1962
Department of Public Instruction


Superintendent of Public Instruction 1
Deputy Superintendent NDEA, Title III 1
Administrative Assistant 1
Elementary Education 1
Secondary Education 1
Indian Education 1
Pupil Personnel Services 3
Teacher Certification 1
School Lunch and Welfare Distribution 2
Business Administration and Law 3
Reorganization, Transportation, and Buildings 1
Vocational Agriculture 1
Vocational Homemaking 1
Trade and Industrial Education 1
Rehabilitation a

[a] Number of professional positions inapplicable to the study.

Professional positions, 1962	**19**
Professional positions, 1968	**[1] 58**

[1] Includes professional positions in division of vocational education.

SIGNIFICANT CHANGES, 1962–1968

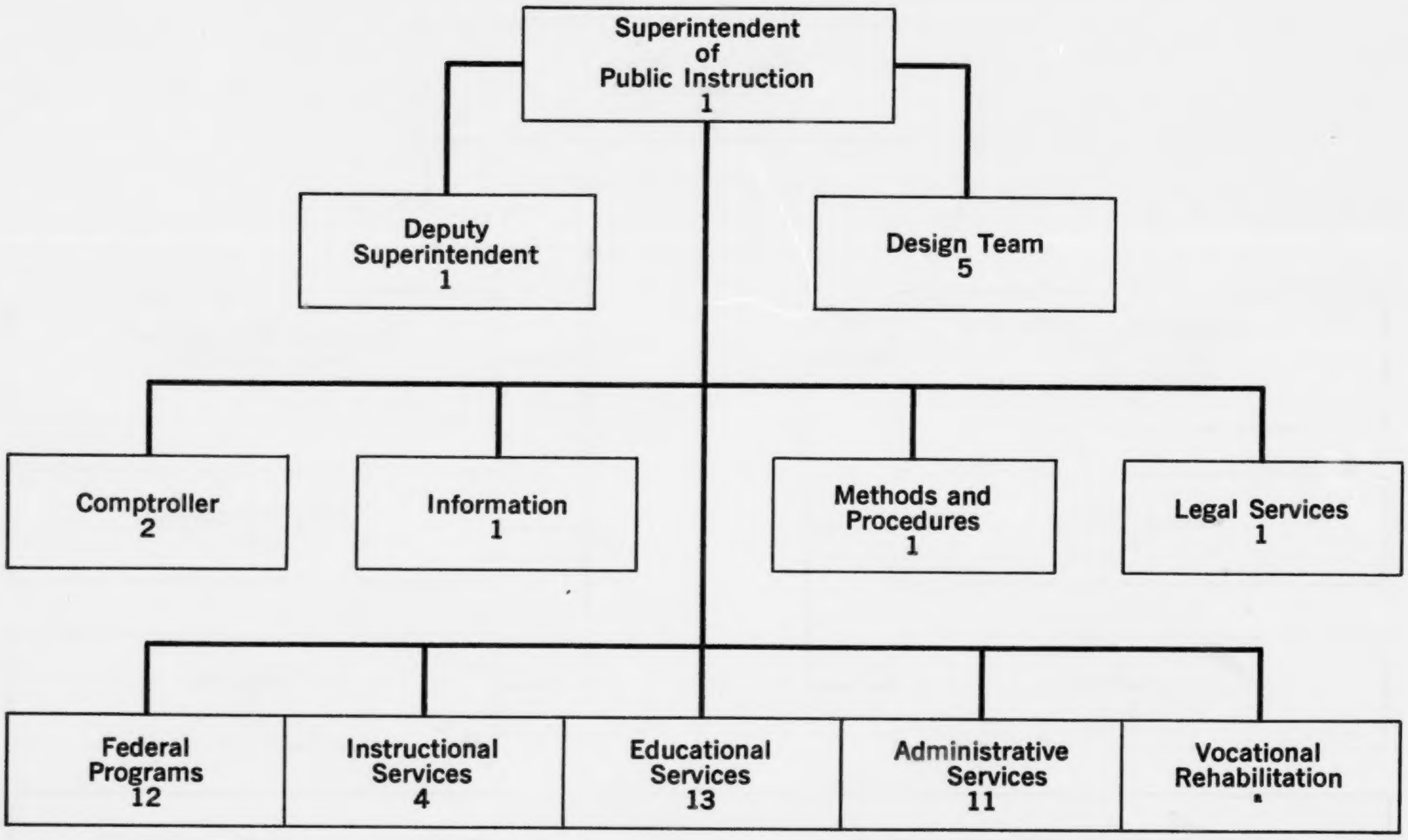
☐ 205 percent increase in professional positions.

☐ An Act of 1965 created the Division of Vocational Education and placed it under the State Board of Vocational Education. The State Board of Education is the State Board of Vocational Education and the State Superintendent of Public Instruction is the executive secretary of both boards. The Department of Public Instruction and the Division of Vocational Education are administratively coordinated in operational matters and funds for the Division are disbursed through the fiscal unit of the Department.

☐ A design team was established to assist the State Superintendent and key members of his staff in long range planning and program development.

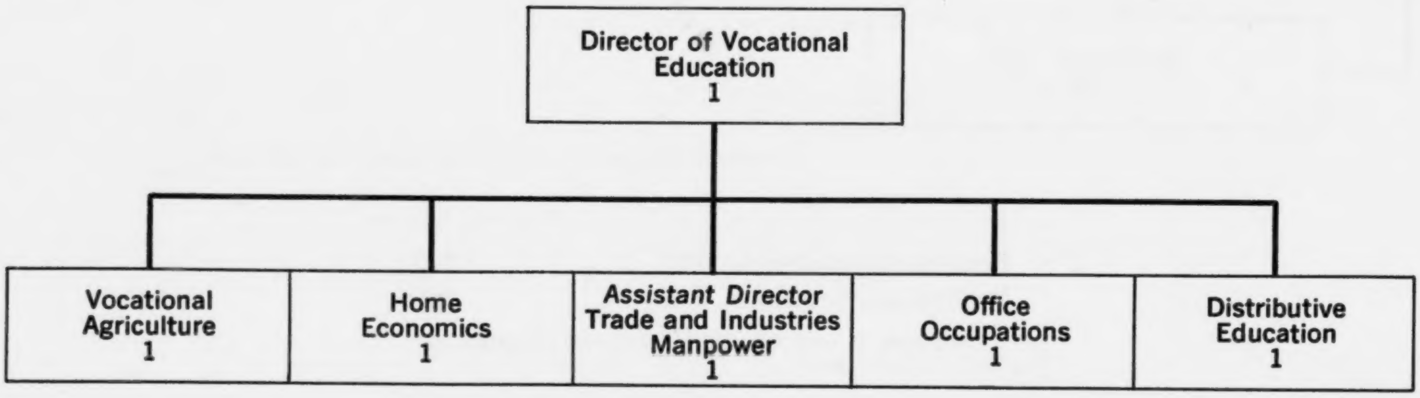
☐ The Department was reorganized into five divisions: (1) Federal Programs, (2) Instructional Services, (3) Educational Services, (4) Administrative Services, and (5) Vocational Rehabilitation.

ORGANIZATION CHART, 1968
Department of Public Instruction


Superintendent of Public Instruction 1
Deputy Superintendent 1
Design Team 5
Comptroller 2
Information 1
Methods and Procedures 1
Legal Services 1
Federal Programs 12
Instructional Services 4
Educational Services 13
Administrative Services 11
Vocational Rehabilitation [a]

[a] Number of professional positions inapplicable to the study.

ORGANIZATION CHART, 1968
Division of Vocational Education [a]

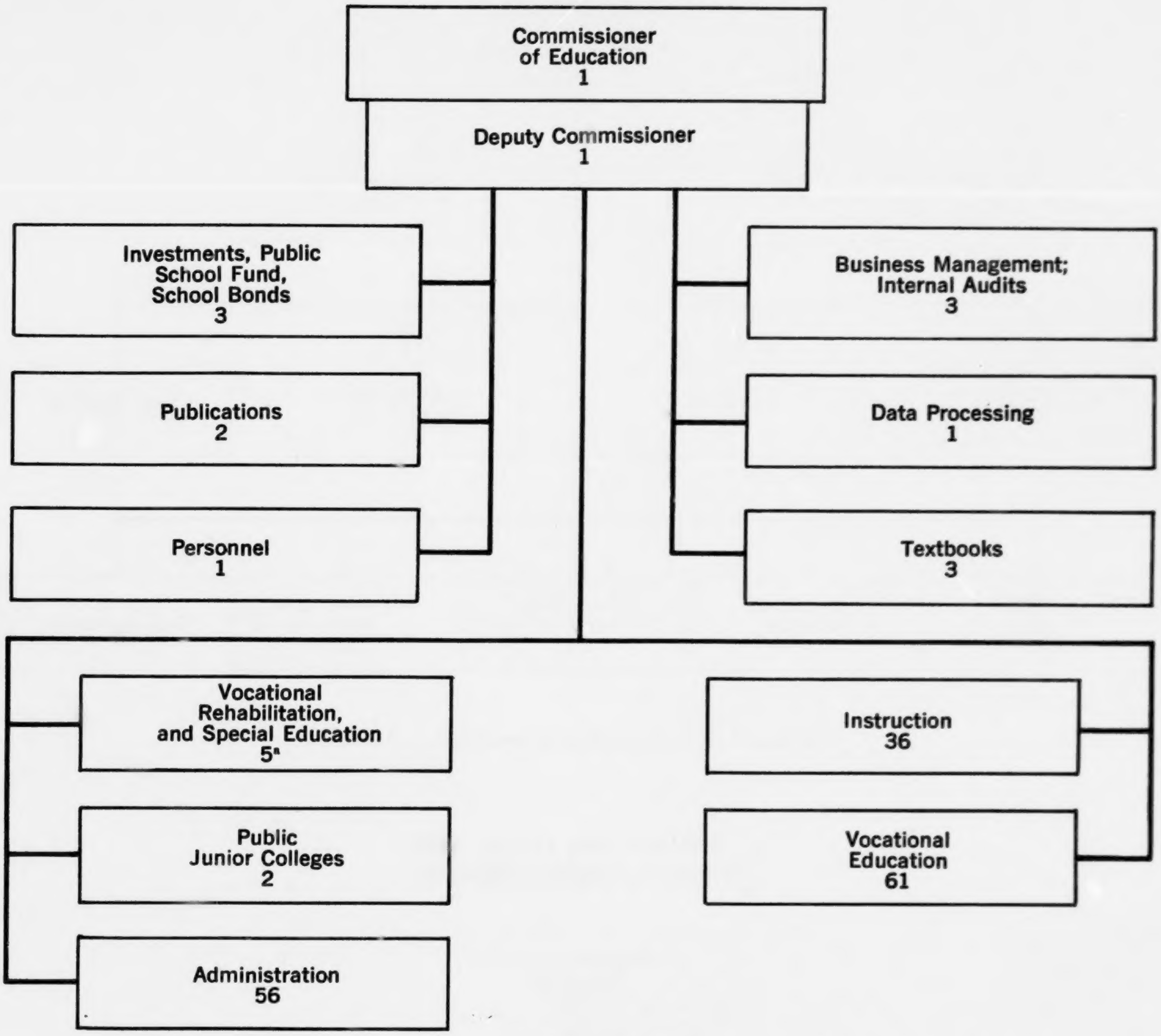

Director of Vocational Education 1
Vocational Agriculture 1
Home Economics 1
Assistant Director Trade and Industries Manpower 1
Office Occupations 1
Distributive Education 1

[a] Vocational education functions were removed from the Department of Public Instruction in 1965 and placed with the Division of Vocational Education.

TEXAS

ORGANIZATION CHART, 1962

Central Education Agency


Commissioner of Education 1
Deputy Commissioner 1
Investments, Public School Fund, School Bonds 3
Publications 2
Personnel 1
Business Management; Internal Audits 3
Data Processing 1
Textbooks 3
Vocational Rehabilitation, and Special Education 5[a]
Public Junior Colleges 2
Administration 56
Instruction 36
Vocational Education 61

[a] Professional positions for special education unit only.

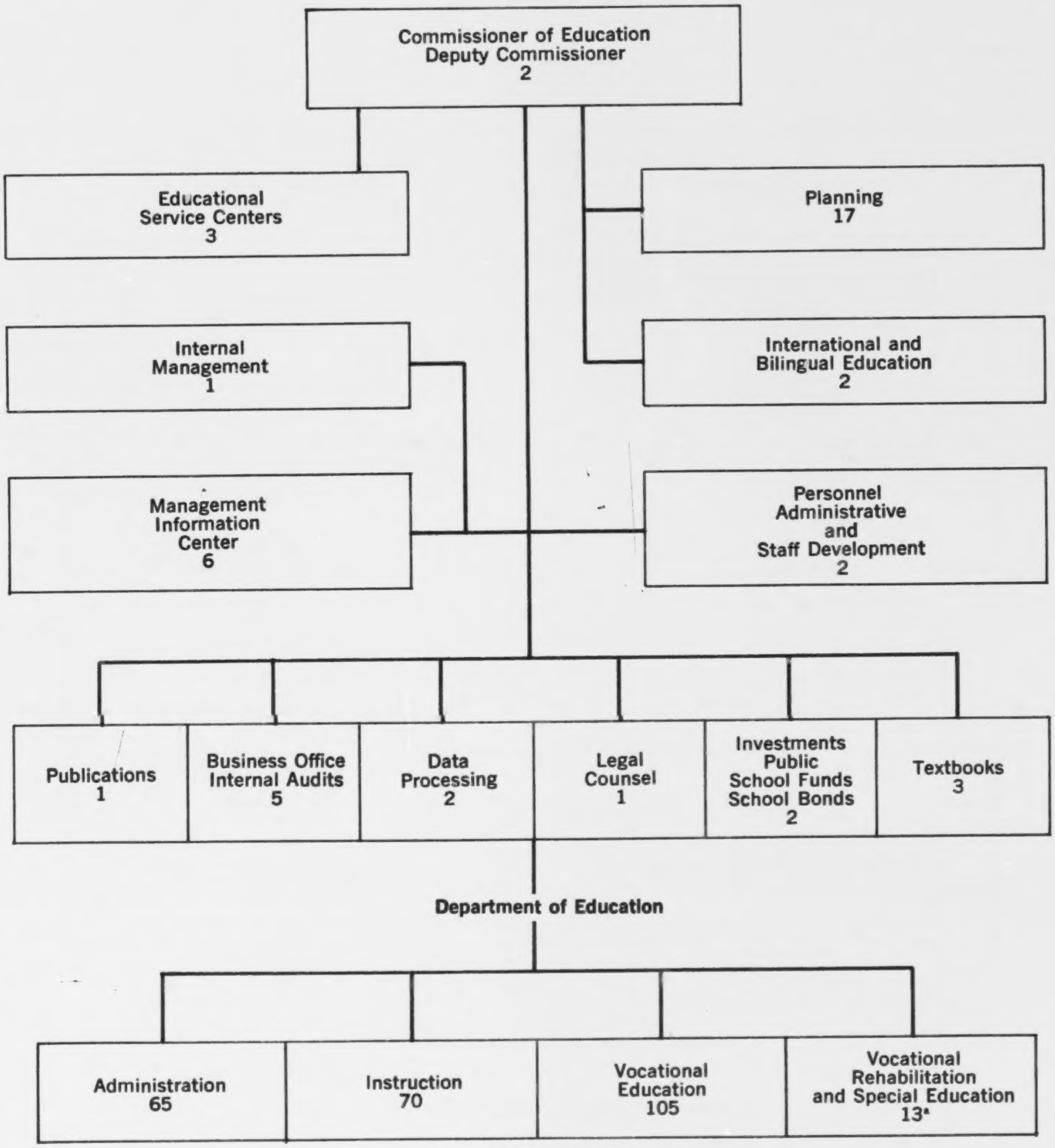
Professional positions, 1962	**[1] 173**
Professional positions, 1968	**300**

[1] Adjusted to exclude public junior college programs.

SIGNIFICANT CHANGES, 1962–1968

- ☐ 73 percent increase of professional positions.
- ☐ Public junior college programs transferred to another State agency.
- ☐ Establishment of a planning office with divisions of compensatory education, educational assessment, and educational innovation.
- ☐ Establishment of a management information center.
- ☐ Establishment of units to work in areas of international and bilingual education and educational service centers.

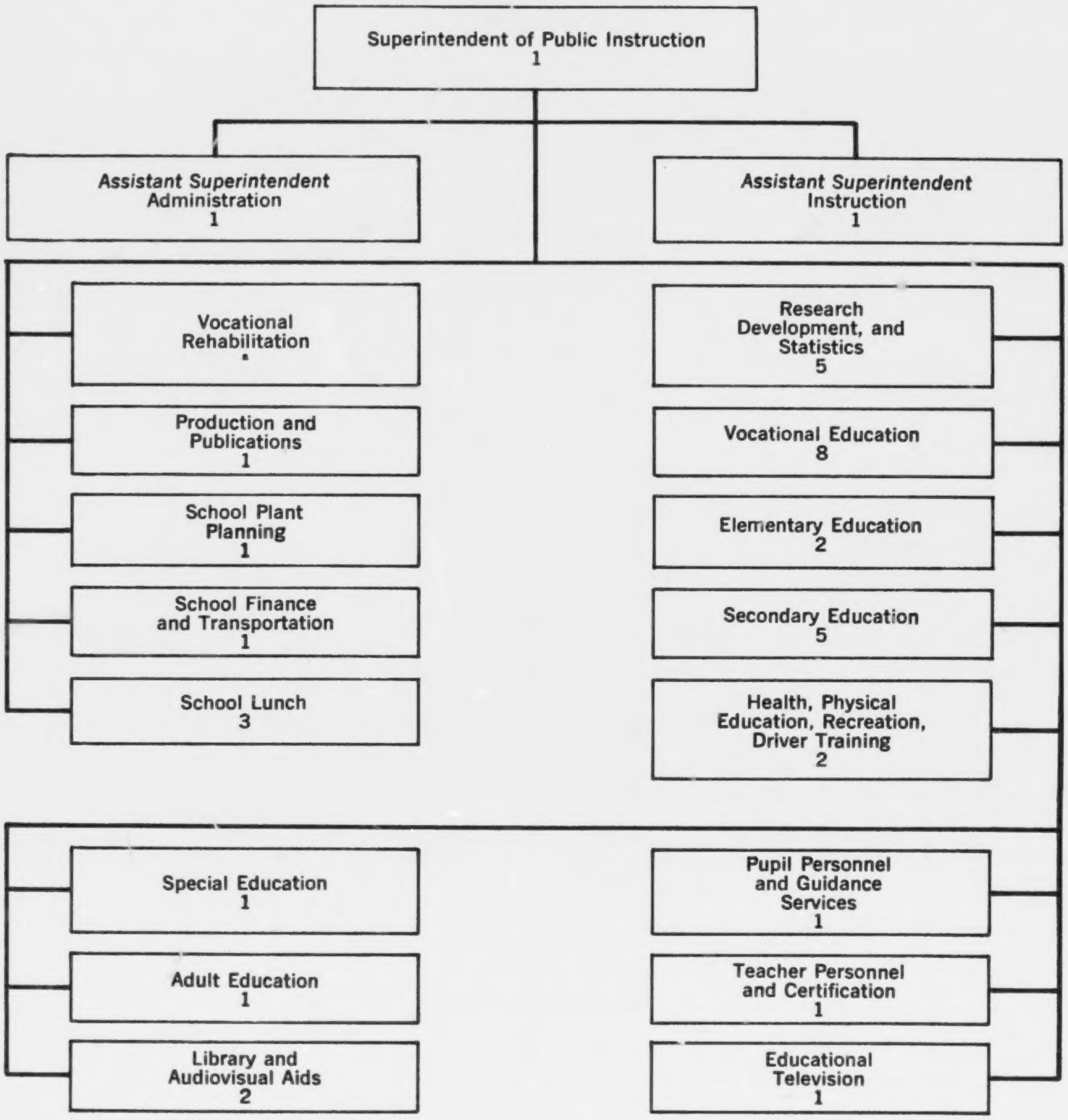
ORGANIZATION CHART, 1968
Central Education Agency


Commissioner of Education Deputy Commissioner 2
Educational Service Centers 3
Planning 17
Internal Management 1
International and Bilingual Education 2
Management Information Center 6
Personnel Administrative and Staff Development 2
Publications 1
Business Office Internal Audits 5
Data Processing 2
Legal Counsel 1
Investments Public School Funds School Bonds 2
Textbooks 3
Department of Education
Administration 65
Instruction 70
Vocational Education 105
Vocational Rehabilitation and Special Education 13ª

ª Professional positions for special education program only.

UTAH

ORGANIZATION CHART, 1962
Office of the Superintendent
of Public Instruction


Superintendent of Public Instruction 1
Assistant Superintendent Administration 1
Assistant Superintendent Instruction 1
Vocational Rehabilitation [a]
Production and Publications 1
School Plant Planning 1
School Finance and Transportation 1
School Lunch 3
Research Development, and Statistics 5
Vocational Education 8
Elementary Education 2
Secondary Education 5
Health, Physical Education, Recreation, Driver Training 2
Special Education 1
Adult Education 1
Library and Audiovisual Aids 2
Pupil Personnel and Guidance Services 1
Teacher Personnel and Certification 1
Educational Television 1

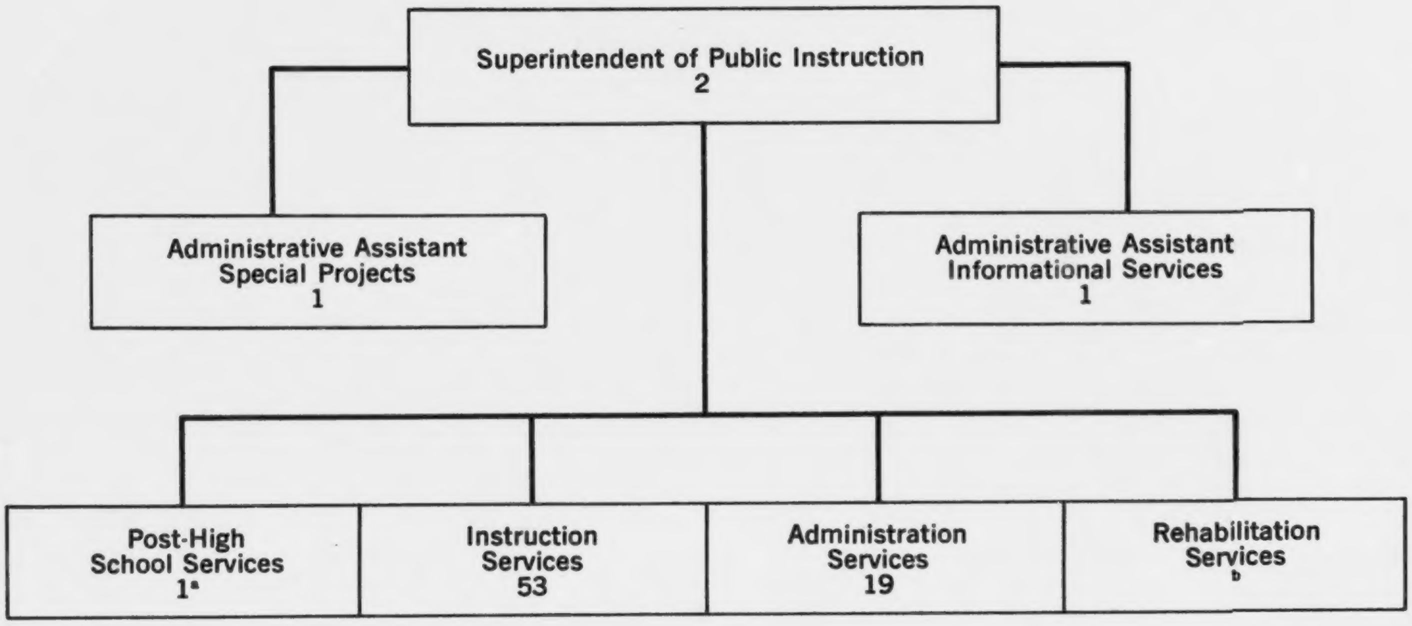
[a] Number of professional positions inapplicable to the study.

Professional positions, 1962	**38**
Professional positions, 1968	**77**

SIGNIFICANT CHANGES, 1962–1968

- ☐ 103 percent increase of professional positions.
- ☐ Establishment of divisions of planning and internal services and auxiliary services within the administrative services unit.
- ☐ Substantial increase of professional positions in program and subject matter areas.

ORGANIZATION CHART, 1968
Office of the Superintendent of Public Instruction

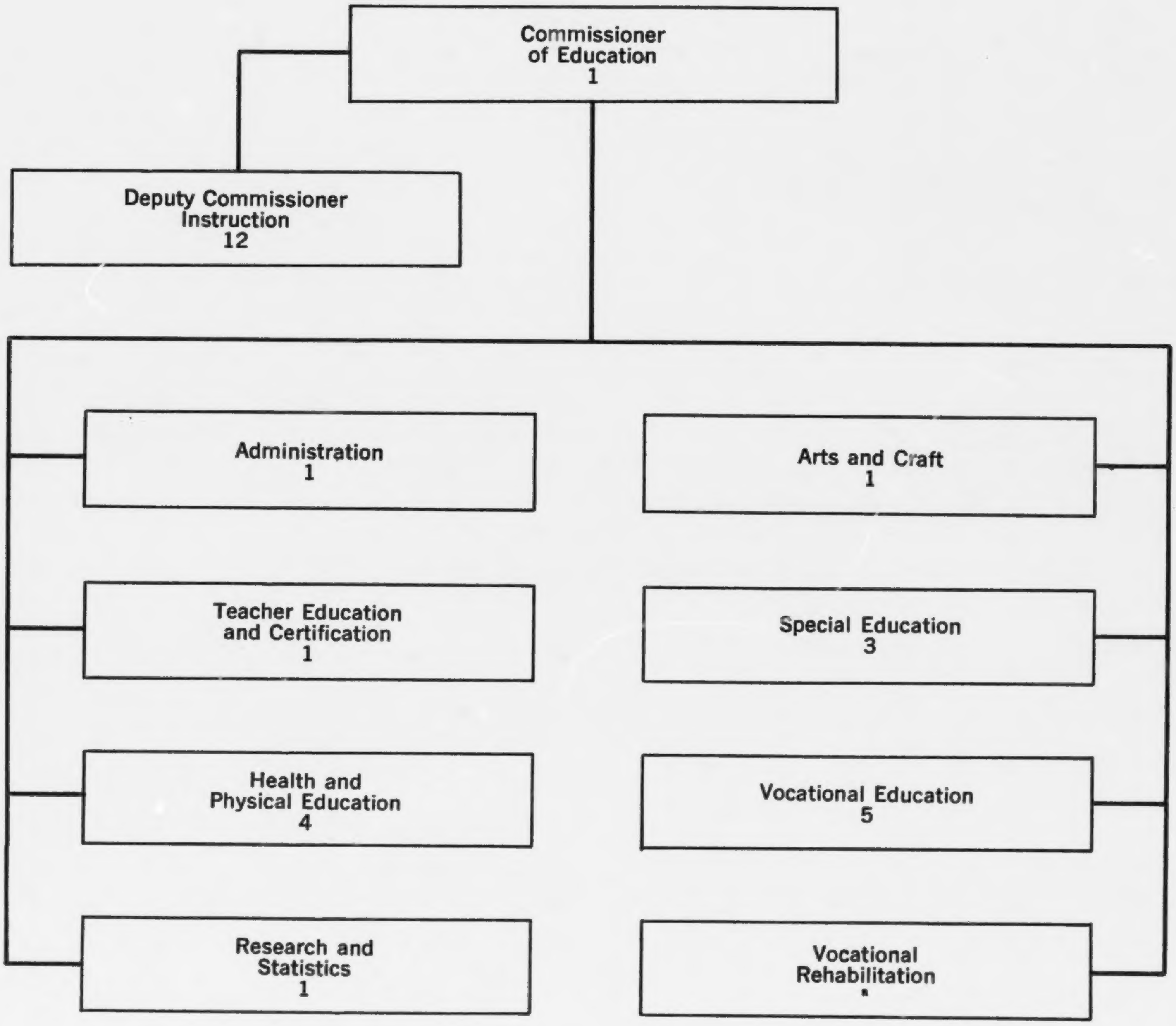

Superintendent of Public Instruction
2
Administrative Assistant
Special Projects
1
Administrative Assistant
Informational Services
1
Post-High
School Services
1[a]
Instruction
Services
53
Administration
Services
19
Rehabilitation
Services
[b]

[a] Includes only central office professional positions.
[b] Number of professional positions inapplicable to the study.

VERMONT

ORGANIZATION CHART, 1962

Department of Education


Commissioner of Education 1
Deputy Commissioner Instruction 12
Administration 1
Arts and Craft 1
Teacher Education and Certification 1
Special Education 3
Health and Physical Education 4
Vocational Education 5
Research and Statistics 1
Vocational Rehabilitation [a]

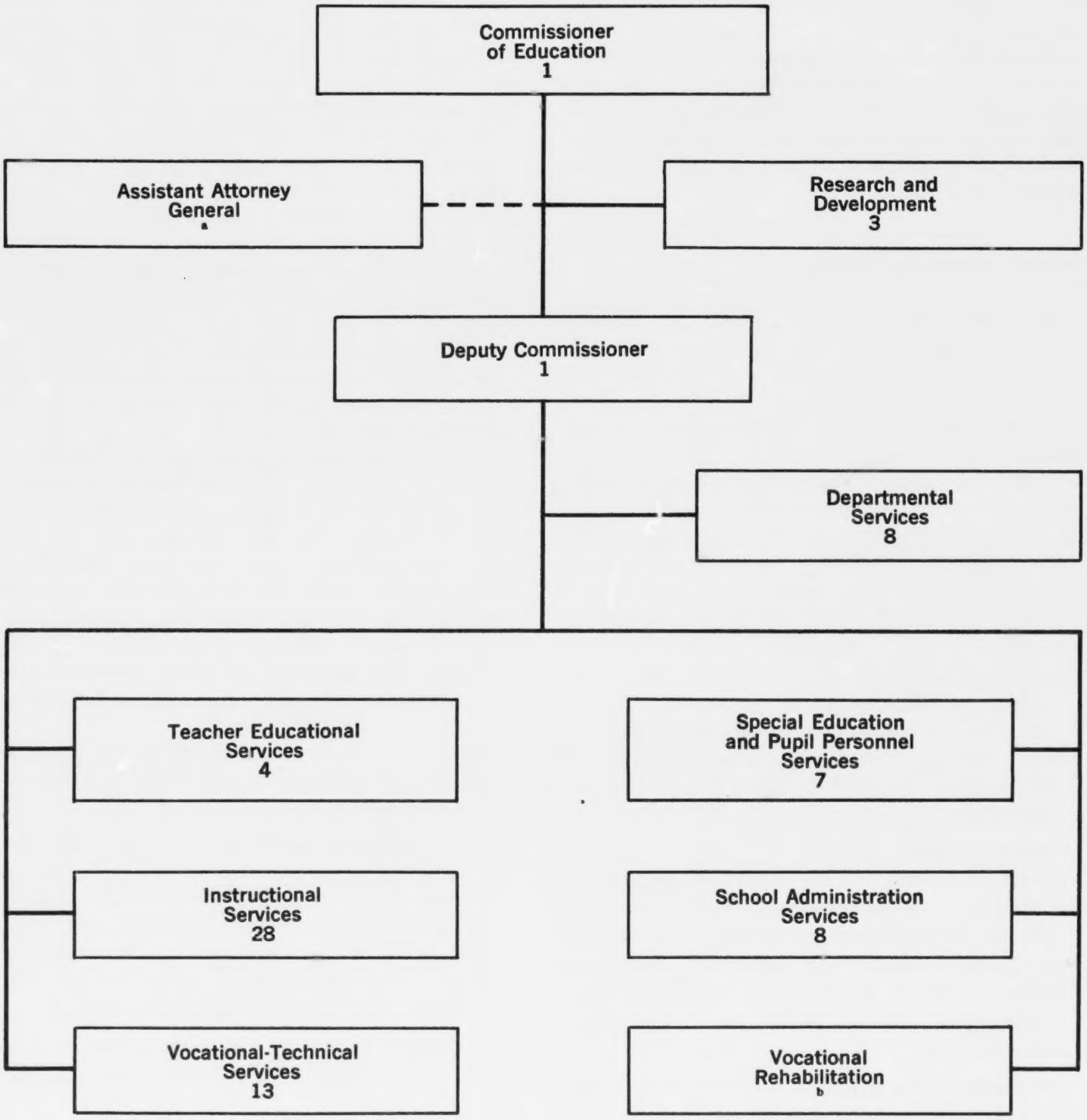
[a] Number of professional positions inapplicable to the study.

Professional positions, 1962	**29**
Professional positions, 1968	**73**

SIGNIFICANT CHANGES, 1962–1968

- ☐ 152 percent increase of professional positions.
- ☐ Establishment of research and development unit and departmental services unit.
- ☐ Establishment of school administrative services division.
- ☐ Substantial increase in number of professional positions in program and subject matter areas.

ORGANIZATION CHART, 1968
Department of Education


Commissioner of Education 1
Assistant Attorney General [a]
Research and Development 3
Deputy Commissioner 1
Departmental Services 8
Teacher Educational Services 4
Special Education and Pupil Personnel Services 7
Instructional Services 28
School Administration Services 8
Vocational-Technical Services 13
Vocational Rehabilitation [b]

[a] Assigned to Department of Education.
[b] Number of professional positions inapplicable to the study.

The comparisons show that although increases ranged from 54 percent (Minnesota) to 226 percent (Alabama), the average increase among the nine States is fairly close to the average of increase among the totality of the States. The Council is gratified to note that the increases have been largely in the areas of planning, research, and development; evaluation and assessment; management information; consultative and advisory services to local school systems; staff development, and other functional areas less attended in 1962.

state review visits

With enactment of Title V, the Office of Education began encouraging State departments of education to undertake several kinds of self-analysis. One such was devised in consultation with interested chief State school officers. In its final form, it took this general course:

At the invitation of a chief State school officer, the Office would designate three to five members of its staff whose training and experience might be of value in a particular State. The host State commissioner would also invite a number of other persons to constitute a review team. A typical review team would be drawn from two areas:

Outside the State:

Half-a-dozen individuals among whom might be one or two colleague chief State school officers, a local school superintendent, a member of the Advisory Council on State Departments of Education.

Within the State:

Some 20 members of the education community (officers of education associations, university faculty or administrators), representatives of parents' groups, chairmen or members of the education committees in the State legislature, civic organization officials, publishers, industrialists, bankers.

At the start of a typical 3-day review visit to the offices of the State department of education, the review team would meet in an opening session with the host commissioner and key members of his staff for a briefing session, a discussion of review techniques (progressively refined as experience was gathered from earlier reviews), and assignment to committees.

As a rule, the first committee would concern itself with organization, general administration, and operation of the State department of education. The second committee would address itself to the agency's capacity for evaluation and research. The third might consider the department's capacity to render leadership and consultative services to local school systems. Other functions discussed by committees, depending upon each State's particular concerns, included teacher education and certification, accreditation, public information and the like.

The host would assign key supervisors to the committees as "resource" personnel, and furnish secretarial and clerical help. Each committee would delve in as much depth as possible into the functioning of the department in its area of concern, and finally submit at a closing plenary session a report of its findings as to strengths and weaknesses, with recommendations. The combined reports would then be integrated into a comprehensive document. In most cases the chief State school officer would reproduce the final report, after editing, for use of his staff and for other purposes.

Under the conditions prevailing, the Council regrets to say, followup visits have not been feasible. Indeed, because of budget stringency, the review visits have had to be discontinued after 21 had been held between April 1966 and June 1968. Invitations from a number of States have had to be declined. The costs incurred by instate team members were borne by the State departments; expenses of out-of-State members and of its own staff participants had to be met by the Office of Education out of its own operating funds.

The review teams found points of strength and weakness common to all or most of the departments visited. For example:

☐ Exemption of professional positions from ordinary civil service rules, or reclassification of such positions would improve the department's ability to compete for abler personnel;

☐ Housing of the department in one location, with adequate working space for its staff, would make for more efficient operation.

Some typical suggestions or recommendations culled from the review reports exemplify the findings of the teams:

☐ A planning capacity should be created of personnel relieved of administrative duties.

☐ Research, evaluation, and planning should be coordinated to realize maximum benefits from each function.

☐ Application of innovative ideas and results should be communicated in preservice training and, equally important, in inservice training of education personnel at all levels.

☐ Improved coordination of communication to encompass not only the traditional public information operations, but internal (staff) relations, legislative liaison, and more extensive use of means other than those directed to the mass media—e.g., meetings, workshops, seminars; audiovisual materials; involvement of interested professional and lay groups and individuals.

In some cases comments were highly specialized and related peculiarly to the State under review. Such comments might refer to the term of the chief State school officer; to his relations with the State Board of Education or the Governor; to the manner in which he was chosen for the office; to reduction of the number of school districts in the State; to creation of regional offices; to improvement of communication and interchange with other State agencies; to extension of leadership services to areas not within the department's purview but appropriately within its concern; to construction of a building to house the department; to division of responsibility for vocational, adult, and other special education; to reorganization of the department and reallocation of functions; to strengthening of internal resources, including establishment of a professional library; to development of a strategy for achieving desirable change in regional or local educational systems.

The States reviewed in this fashion since 1966 are (in chronological order): New Hampshire, Connecticut, Illinois, Kansas, Colorado, Wisconsin, Texas, Nevada, Kentucky, Minnesota, Maine, Idaho, West Virginia, South Carolina, Alabama, Nebraska, New Mexico, Massachusetts, Utah, New Jersey, South Dakota.

The Council would have been pleased if it had been possible to return to these "reviewed" States after a time to observe changes resulting from the recommendations. Unfortunately this has not been possible. The staff of the Office of Education has, however, tried by informal means to learn of progress. Telephone queries have elicited such responses as these; they relate specifically to recommendations made by review teams:

1. Department has strengthened its capacity to help LEA's diagnose needs. Personnel added for field supervisory work.
2. Moving. Beginning to establish planning unit. Difficult to find educational planner. Getting research specialist and systems analyst.
3. Capacity to respond to questions from State legislature has been strengthened. Statistical Services Unit now provides educational information to legislature on a continuing basis.
4. Being done. Have set up a priorities committee.
5. Have a new evaluation unit to assist LEAs.
6. Have created Office of Planning Services headed by Assistant Commissioner. Does long-range planning for SDE and will now begin to assist LEAs with planning.
7. A high priority but difficult to recruit and retain personnel.
8. Have reduced number of school districts by 85 percent—as far as we can go without new legislation, which we are seeking.
9. Review alerted staff to need for concern about urban problems. Older members still not too concerned but subject looms larger in department's consideration.
10. Have established a cross-division planning council involving consultants.
11. Done. Recommendation finally approved by State Board.
12. Have updated data equipment.
13. Improved but still have an embarrassing lag.
14. Were able to get a new building and bring all units under one roof.
15. Still a need—no personnel.
16. Still trying to secure legislation.
17. True. Two staff members added but need more (to recommendation for need of adequate personnel to expedite services to LEA's).
18. Have formed a research council.
19. Have moved in this direction and set up a cross-division committee.
20. Not done (to recommendation to review and liberalize salary schedule).
21. Have created 46 new positions in line with recommendations but have been able to fill 19 (not surprising, in view of preceding response).
22. Coordination improved with new organization [along lines of recommendation].
23. Have completed study of staffing and State Board has accepted it; request included in budget.
24. Unable to get better equipment; State government is supposed to centralize data processing, but not much progress.
25. Still recruiting. Salary level too low (to recommendation that Higher Education Bureau be headed by doctorate holder with knowledge and experience particularly of teacher education).

26. Participating (to recommendation that State join other States in region which are developing reciprocal certification standards).
27. Legislature turned down proposed plan to consolidate schools and reorganize school districts but we are revising plan for resubmission.
28. Study being made by Governor's office with SDE participation (to recommendation for reexamination of State's foundation program for education to determine adequacy).
29. Position of Planner approved—now recruiting.
30. Discussion underway—a top priority item (to recommendation for employment of a person competent in research methodology to assist program staff members in their research activities).
31. Have established five Assistant Commissioner positions (to recommendations for decentralization of operational aspects of programs under top-level administrators).
32. Bill turned down by legislature but will be resubmitted.
33. Have established a Division of Research with State and Title V funds—three professionals and four clericals.
34. Have established a Division of School Organization (to recommendation for appointment of a director of school district reorganization).
35. Have made gains—about midway.
36. Several of the recommendations made by different committees have been included in a broad study also recommended.
37. Have obtained more space (a recurring response to a frequently recurring recommendation). (Offset by a few still working in cramped quarters.)
38. A top priority—Department is setting up program to support studies on evaluation to assist LEAs in conducting self-studies.
39. Have moved some but not yet as far as intended.
40. Training program for new staff members has been developed.
41. State Board regulations have been reviewed and edited as recommended.
42. Program has been expanded with Title V funds; professional has been employed; a Department professional library established.
43. Staff have received an extra salary increment but schedule is still below the level needed to recruit competent people.

The responses were by no means all positive, even to the extent of those which showed only qualified progress. Many of the responses were simply "no action." One said: "No improvement; have a financial officer who is anything but helpful" (this to a recommendation for review and modification of regulations and procedures that tend to restrict opportunities for program development). But the affirmative answers hearteningly outnumbered the negative ones.

other state visits

Members of the Advisory Council, in addition to participating in these review visits, have fortunately had other opportunities to see State departments of education at work on their home grounds. Some sessions of the Council's annual meetings have been held, at the invitation of chief State school officers, in State departments of education. Although the Council's main business at these sessions occupied most of its time, there was opportunity to inspect some units of the department, and hear them explained by senior staff, generally in comparison with earlier systems of operation.

state-by-state reports

While the Advisory Council can say with perfect confidence that State departments of education have enhanced their leadership capacity since the enactment of Title V, it would be inappropriate to comment on specific States. The Council has already pointed out that needs have varied among the States and that judgments about priorities of those needs have varied as well. Instead of seeking to comment on attainments of individual States, the Council submits as appendix A the reports of the State departments of education on their use of Title V grants for fiscal year 1968. Each report appears in the context of other data, such as number and size of school districts, which help place the reports in perspective.

special project grants

At the inception of Title V, 15 percent of the appropriation was reserved "to pay part of the cost of experimental projects for developing State leadership or for the establishment of special services" which might contribute substantially to the solution of problems common to the educational agencies of all or several States.

Under the authority of section 505, all of the States, in various groupings, have participated in some 40 multi-State projects, many running for several years, and a number of workshops, seminars, and conferences.

The impact of Title V on the strengthening of State departments of education is nowhere more apparent than in the opportunities afforded under section 505 for interstate attacks on common problems. As one State deputy superintendent has noted, prior to Title V multi-State activities among State departments were limited primarily to meetings of the Council of Chief State School Officers. Other groups have, since 1965, begun to pay marked attention to interstate endeavors in education, including the Education Commission of the States, the Appalachian Region Commission, and others. Their efforts have aided as well as been stimulated by the wide range of interstate explorations of educational problems made possible by section 505 grants. State agency personnel have been able to exchange information first-hand with their counterparts in other States, to conduct experimental activities, and to explore new approaches with funds free from competition with other pressing agency functions.

Through fiscal year 1968, the total of funds available for section 505 special project grants was $10.31 million. Of this amount, $10.25 million was awarded to State agencies to support cooperative activities among several, not necessarily contiguous, States. In fiscal 1968, 20 attractive proposals requesting over $3.6 million had to be turned down for lack of funds.

In the 1967 amendments to ESEA, the special project reserve was reduced, effective fiscal year 1969, to 5 percent of the Title V appropriation; eligibility for grants was extended to public regional interstate commissions or agencies for educational planning and research. The effect of the reduction was to curtail severely the possibility for continued progress in interstate problem-solving. As against $4.46 million available in 1968, the special project reserve in fiscal 1969 is only $1.49 million.

project administration

Grants for special interstate projects are awarded to a single State educational agency on behalf of itself and the other participating States. The applicant agency is responsible for project administration and accountability. In most instances, policy boards consisting of an official representative of each participating State agency are established to give overall direction to an interstate project.

Project directors and staffs are employed to carry out activities approved by the policy board. Usually, a coordinator from each participating agency assists the project staff in conducting activities common to the group of States or related activities within his own State. A staff member of the U.S. Office of Education, in addition to his regular duties with the Office, acts as coordinator for a project, working closely with the project staff to facilitate and monitor project activities.

Since section 505 authorizes Federal support for "part of the cost" of experimental projects, the participating States also commit their own funds or services to the interstate endeavors.

types of projects

Through 1968, some 40 multi-State projects and conferences were funded from amounts reserved for special project grants. Involving virtually all the States and other jurisdictions, these projects have resulted in significant steps toward solving such problems of common concern as the design of education for the future, information systems, interstate teacher certification, teacher preparation, school district reorganization, policymaking activities of State boards of education, summer activities of school-age youth, education of migrant children, personnel practices, urban education, public information, statewide testing, and school finance.

The table which follows summarizes details of projects active in fiscal year 1968.

As might be expected from the experimental nature of section 505 projects, they have had varying degrees of success. It would be fruitless to try to evaluate the impact of individual projects. Some States themselves have attempted to appraise the outcomes, sometimes through assessments by outside agencies. Systematic efforts to disseminate project findings among all State departments of education and other concerned groups are being made by the projects themselves and by the Office of Education, including the Educational Resources Information Center (ERIC). Some 100 publications have thus far resulted from them. A number of these have been produced by commercial publishers after project supplies were exhausted.

In 1968, nine regional projects for State Planning and Program Consolidation were initiated involving all the States and most outlying jurisdictions. The major objective of these projects was to stimulate interstate cooperation among State education agencies in developing State plans for the operation of ESEA Title III, and feasible approaches to consolidation of funds made available to these agencies for administration of Federal programs. These projects involved State agency personnel in intensive exploration with Office of Education staff of such common problems as program coordination, educational needs assessment, comprehensive educational planning and evaluation, dissemination of information, accounting, reporting, and related administrative procedures.

The success of this approach has been evidenced by the quality of Title III State plans, submission by 13 States of proposals to consolidate administrative funds, evaluations by project directors, improved Federal-State relations, and requests for renewal. The nine projects are therefore being continued in fiscal year 1969. Project objectives have been broadened for purposes of improving the competencies of State agency personnel through appropriate training activities, and providing a continuing forum for interchange of ideas among interstate groups of State agency personnel and Office of Education staff.

projects

Brief descriptions of the objectives and activities of the major projects listed in the table are presented in appendix B.

The staff of the Office of Education is preparing an annotated bibliography of some 100 publications and several films resulting from the special projects. Information, and eventually the bibliography itself, may be obtained from: U.S. Office of Education, Bureau of Elementary and Secondary Education, Division of State Agency Cooperation, Washington, D.C. 20202.

Summary.—**Special interstate projects active in fiscal year 1968, Section 505, Title V, Public Law 89–10, as amended**

Project No.	Project title	*Administering* and participating States	Project duration	Amount granted				
				Fiscal year 1966	Fiscal year 1967	Fiscal year 1968	Fiscal year 1969	Total to date
	Total amount appropriated			$2, 550, 000	$3, 300, 000	$4, 462, 500	$1, 487, 500	$11, 800, 000
	Total amount granted			[1] 2, 549, 996	3, 300, 000	4, 402, 124	463, 447	[1] 10, 715, 567
1	Project Public Information for Improvement of Communication and Public Information Programs for State Educational Agencies.	*Wisconsin*, Colorado, Florida, Hawaii, New York, Washington, West Virginia.	12/8/65–4/31/69.	303, 655	465, 343	431, 676		1, 200, 674
2	Designing Education for the Future: An Eight-State Project.	*Colorado*, Arizona, Idaho, Montana, Nevada, New Mexico, Utah, Wyoming.	12/9/65–6/30/69.	229, 400	417, 385	429, 924	211, 547	1, 288, 256
3	Facilitating Desirable Change in the Educational Programs for Children and Youth (regional curriculum project).	*Georgia*, Alabama, Florida, North Carolina, South Carolina, Tennessee.	1/1/66–2/28/69.	214, 776	355, 935	449, 912		1, 020, 623
4	New England Educational Assessment Project.	*Rhode Island*, Connecticut, Maine, Massachusetts, New Hampshire, Vermont.	2/17/66–6/30/69.	225, 284	425, 920	445, 921	70, 000	1, 167, 125
5	Midwestern States Educational Information Project.	*Iowa*, Colorado, Illinois, Indiana, Kansas, Michigan, Minnesota, Missouri, Nebraska, North Dakota, Ohio, South Dakota, Wisconsin.	1/3/66–6/30/69.	323, 344	546, 432	795, 690		1, 665, 466
6	Regional Educational Agencies Project—International Education.	*Texas*, Alabama, Louisiana, North Carolina, Tennessee.	1/5/66–8/31/69.	93, 875	106, 040	151, 370	88, 900	440, 185
7	Interstate Certification of Teachers and Other School Personnel.	*New York*, California, Connecticut, Illinois, Kentucky, Michigan, New Jersey, North Carolina, Ohio, Pennsylvania, Rhode Island.	1/5/66–12/31/69.	14, 815	49, 450	108, 032	48, 000	220, 297
8	Multistate Teacher Education Project (M-STEP).	*Maryland*, Florida, Michigan, South Carolina, Utah, Washington, West Virginia.	12/23/65–6/30/69.	140, 664	290, 359	296, 467		727, 490
10	Tentative Guide(s) for a State Education Agency Fiscal, Personnel and Program Information System.	*Maryland*, Kentucky, Mississippi, New York, Ohio, Oregon, South Dakota, Texas.	1/28/66–3/31/68.	191, 138				191, 138
19	Great Plains School District Organization Project.	*Nebraska*, Iowa, Missouri, South Dakota.	3/18/66–9/30/68	56, 046	146, 564	152, 605		355, 215

See footnotes at end of table.

Summary.—**Special interstate projects active in fiscal year 1968, Section 505, Title V, Public Law 89–10, as amended**—Continued

Project No.	Project title	*Administering* and participating States	Project duration	Amount granted				
				Fiscal year 1966	Fiscal year 1967	Fiscal year 1968	Fiscal year 1969	Total to date
21	The Development of State Leadership for Improving Educational Opportunities of Farm Migrant Children.	*California*, Arizona, Delaware, Florida, Oregon, Washington.	3/24/66–12/31/67	113, 266	251, 892	27, 491	....	392, 649
22	A Proposal to Develop Criteria and Guidelines for State Educational Agencies in the Encouragement of Summer Activities for School-Age Youth.	*Michigan*, Florida, Illinois, New Jersey Ohio, Pennsylvania.	4/15/66–9/30/67	49, 765	38, 100	....	....	87, 865
23	Studying the Role and Policy-making Activities of State Boards of Education.	*Minnesota*, Arkansas, Colorado, Connecticut, Georgia, New Mexico, Ohio, Oregon, Pennsylvania, South Dakota, West Virginia.	4/5/66–9/30/67	94, 350	....	....	....	94, 350
24	Guidelines for Improvement of State Education Agency Personnel Administration, Including Fair and Equal Employment Opportunities.	*California*, Connecticut, Delaware, Ohio, Oklahoma.	4/1/66–6/30/68	145, 271	....	7, 000	....	152, 271
25	Strengthening the State-Local Relationships in Urban Education.	*New York*, California, Illinois, Maryland, Michigan, Pennsylvania, Texas.	6/30/66–6/30/68	12, 500	15, 000	19, 850	....	47, 350
26	Comprehensive Planning for State Education Agencies.	*Utah*, Colorado, Connecticut, Iowa, Texas, West Virginia, Puerto Rico.	3/9/67–6/30/69.	....	165, 580	336, 500	....	502, 080
27	Increasing the Effectiveness of Federal-State Cooperation.	*Massachusetts*, all 50 States........	5/2/67–11/30/67.	....	20, 000	....	....	20, 000
28	Planning Conference for Initiating a Cooperative Program for Developing Educational Leaders in the State Departments of Education in Seven Southeastern States.	*Florida*, Alabama, Georgia, Mississippi, North Carolina, South Carolina, Tennessee.	6/26/67–5/15/68.	....	6, 000	....	....	6, 000
29	Interstate Project for State Planning and Program Consolidation.	*Oregon*, Alaska, California, Hawaii, Nevada, Washington, American Samoa, Guam, Trust Territory.	2/19/68–12/31/69.	....	....	30, 000	45, 000	75, 000
30	Interstate Project for State Planning and Program Consolidation.	*Colorado*, Arizona, Idaho, Montana, New Mexico, Utah, Wyoming.	2/26/68–3/31/69.	....	....	40, 000	....	40, 000
31	Interstate Project for State Planning and Program Consolidation.	*Texas*, Arkansas, Louisiana, Oklahoma.	2/26/68–1/31/59.	....	....	16, 431	....	16, 431
32	Interstate Project for State Planning and Program Consolidation.	*New Hampshire*, Connecticut, Maine, Massachusetts, Rhode Island, Vermont.	2/21/68–6/30/69.	....	....	24, 600	....	24, 600

33	Interstate Project for State Planning and Program Consolidation.	*Georgia*, Alabama, Florida, Mississippi, South Carolina, Tennessee.	3/1/68–6/30/69.		33, 500	33, 500
34	Interstate Project for State Planning and Program Consolidation.	*New York*, Delaware, New Jersey, Pennsylvania.	3/1/68–2/28/69.		30, 000	30, 000
35	Interstate Project for State Planning and Program Consolidation.	*West Virginia*, Kentucky, Maryland, North Carolina, Virginia, District of Columbia, Puerto Rico, The Virgin Islands.	3/1/68–2/28/69.		30, 000	30, 000
36	Interstate Project for State Planning and Program Consolidation.	*Wisconsin*, Illinois, Indiana, Michigan, Minnesota, Ohio.	3/15/68–1/31/69.		36, 011	36, 011
37	Policies for State Boards of Education.	*Colorado*, Arkansas, Michigan, New York, Ohio, South Dakota, West Virginia.	4/15/68–12/31/68.		50, 000	50, 000
38	The Role of the SEA in the Development of Innovative Programs in Student Teaching.	*Maryland*, all fifty States	6/15/68–3/31/69.		62, 750	62, 750
39	Comprehensive Planning for the Improvement of Education in Appalachia.	Appalachian Regional Commission	5/15/68–8/15/69.		132, 624	132, 624
40	Interstate Project for State Planning and Program Consolidation.	*Iowa*, Kansas, Missouri, Nebraska, North Dakota, South Dakota.	5/15/68–1/31/69.		29, 770	29, 770
41	National Educational Finance Project.	*Florida*, Michigan, Minnesota, New Hampshire, New York, Oregon, Tennessee, Texas, Utah.	6/1/68–6/30/69.		234, 000	234, 000

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[1] Includes $341,847 granted for 10 special area workshops held during fiscal year 1966.

federal programs aiding state education agencies

federal programs aiding state education agencies

The Advisory Council on State Departments of Education is charged with reviewing not only the administration of Title V but also "other acts under which funds are appropriated to assist State educational agencies to administer Federal programs relating to education." This chapter is concerned primarily with those other programs.

definition of terms

In collecting the data required to determine the status of Federal programs for education that are administered by State education agencies, we found it necessary because of the various practices among the States to define some terms used in this chapter: "State," "State agency," "State education agency," "State department of education," "the chief State school officer," "State administration," and "expenditures for State administration."

State.—The term means the 50 States of the Union and any other jurisdiction so designated or treated under pertinent statutes (which may be any or all of the following: The District of Columbia, Puerto Rico, American Samoa, Guam, the Virgin Islands, the Canal Zone, and the Trust Territory of the Pacific Islands).

State agency.—The term is used in the broadest sense to mean a department, office, board, commission, committee, or other State administrative instrumentality to which are expressly delegated by law administrative powers and duties.

State educational (or education) agency.—This term is defined in both the National Defense Education Act of 1958 and the Elementary and Secondary Education Act of 1965 as follows:

> * * * means the State board of education or other agency or officer primarily responsible for the State supervision of public elementary and secondary schools, or, if there is no such officer or agency, an officer or agency designated by the Governor or by State law.

The chief legal officer of a State, usually the State's attorney general, must certify that the State agency submitting plans or applications to participate in grant programs under pertinent titles of these two Federal acts is the State educational agency.

State department of education.—The term, which is used in the subtitle for Title V of ESEA and is used again in section 510 of the title in naming the advisory council established in it, is not defined in any Federal statute or in any regulation of a Federal agency made pursuant to a Federal statute. There is some indication in section 510 of Title V that the terms "State educational agency" and "State department of education" are used synonymously. Since a precise definition of terms is essential in the collection and presentation of data, the term "State department of education" will be used in this chapter to mean the service organization or organized staff under the executive direction of the chief State school officer. The Federal programs described and reported upon herein are considered to be administered by/or in the State department of education only in those instances where they are conducted under the direction of the chief State school officer.

Chief State school officer.—This term is commonly used to designate the State official who is generally specified by law as the chief executive and/or administrative officer for State programs of elementary or secondary education.

State administration.—The term means the performance of duties by State agencies to achieve the purposes of the programs they are legally responsible for conducting. The term is used in the broadest sense in this report to include managerial, operational, directional, supervisory, leadership, and all other types of activity essential to the performance of such duties. The term is not limited to "general administration," "departmental administration," "program direction," or any other class of financial accounts commonly used by State agencies to identify specific functions in a functional breakdown of their duties.

Expenditures for State administration.—The term means outlays of funds made by a State agency in the performance of its duties. As used in this report it does not include (1) funds tranferred by a State agency to other agencies of State government or of local governments; (2) funds which, though allotted to the State are not received or expended by a State agency; or (3) funds expended by a State agency for the direct operation of schools, colleges, universities, or other kinds of institutions.

scope of report

These are the criteria employed in selecting the Federal programs or parts of them that are treated in this report: (1) Allotments are made to each State under the program. (2) A single State agency administers the program or a part thereof. (3) The State department of education, as defined in this report, conducts the program for the administering State agency in at least 10 States.

The criteria exclude Federal programs for education under which grants can be made independently to a number of eligible applicants in the State by the Federal agency administering the program. Also excluded are Federal programs for which no funds are provided for State administration and a number of programs, such as grants for construction of academic facilities (Higher Education Act of 1965), which are conducted by the State department of education for the administering State agency in fewer than 10 States.

Information is included in this report on Federal programs authorized by the following legislation:

I. Sections 2 and 3, Vocational Rehabilitation Act, as amended.
II. Vocational Education Acts of 1917, 1946, 1963.
III. Title III, National Defense Education Act of 1958, as amended.
IV. Title V–A, National Defense Education Act of 1958, as amended.
V. Title I, Elementary and Secondary Education Act of 1965, as amended.
VI. Title II, Elementary and Secondary Education Act of 1965, as amended.
VII. Title V, Section 503, Elementary and Secondary Education Act of 1965, as amended.
VIII. Title I, Public Library Services of the Library Services and Construction Act of 1964, as amended.
IX. Federal Civil Defense Act of 1950, as amended.
X. Public Law 85–926, as amended (Grants for Preparation of Professional Personnel in the Education of Handicapped Children).
XI. Title III, Public Law 89–750—Adult Education Act of 1966, as amended.
XII. Manpower Development and Training Act of 1962, as amended.

Each of the programs will be treated in the following pages by means of (1) an abstract giving the authorizing legislation, the purpose, the fiscal year 1968 appropriation, the basis for allotment to the States, and the provision for State administration; (2) a table of personnel and expenditures in fiscal 1968; and (3) a summary table.

data sources and data process techniques

The information on personnel and expenditures provided in the tables was obtained from annual reports by the States and is subject to further adjustments. All information on personnel has been rounded to the nearest tenth. All information on expenditures has been rounded to the nearest dollar.

I

Legislation.—Sections 2 and 3, Vocational Rehabilitation Act, as amended.

Purpose.—To provide a program of services leading to the vocational rehabilitation of handicapped persons.

Appropriation for fiscal year 1968.—$287 million for the basic support program (sec. 2); $3,200,000 for innovative projects (sec. 3).

Basis for allotments to States.—Allotments to the States for section 2 are based on a formula using the factors of population and per capita income. Section 3 allotments are based on population with a $25,000 minimum allotment.

Provision for State administration.—A State may participate under this act upon approval of a State plan. The sole State agency responsible for administration of the program may be (1) an independent State commission, board, or other agency whose major function is the vocational rehabilitation of disabled people; (2) the State agency administering or supervising the administration of education or vocational education in the State; or, (3) a State agency which includes at least two other major organizational units each of which administers one or more of the major public education, public health, public welfare, or labor programs of the State. The State agency budget provided for in the State plan includes funds for State administration of the program in addition to funds for vocational rehabilitation services for handicapped individuals.

Table 3.—**Expenditures for sections 2 and 3, Vocational Rehabilitation Act, as amended: Fiscal year 1968** [1]

State	Personnel by man-years [2]		Administrative expenditures, by source of funds [2]		Total administrative expenditures [2] (cols. 4+5)
	Professional	Nonprofessional	State	Federal	
(1)	(2)	(3)	(4)	(5)	(6)
Total	307. 5	601. 5	$2, 493, 514	$7, 486, 436	$9, 979, 950
Total, States	300. 3	583. 5	2, 432, 857	7, 304, 465	9, 737, 322
Alabama	12. 9	27. 0	120, 242	360, 725	480, 967
Alaska	2. 5	. 8	10, 723	32, 170	42, 893
Arizona	7. 7	9. 5	48, 391	145, 173	193, 564
Arkansas	11. 1	29. 0	97, 984	293, 951	391, 935
Connecticut	7. 0	13. 0	59, 205	177, 614	236, 819
Delaware	. 5	2. 0	8, 135	24, 406	32, 541
Florida	16. 8	17. 2	123, 518	370, 893	494, 411
Georgia	16. 9	46. 4	256, 198	771, 172	1, 027, 370
Idaho	5. 0	2. 0	16, 402	49, 206	65, 608
Iowa	5. 4	17. 1	47, 116	141, 346	188, 462
Kentucky	3. 5	11. 3	48, 597	145, 791	194, 388
Louisiana	9. 3	35. 2	96, 763	290, 290	387, 053
Maine	3. 0	6. 1	19, 057	57, 170	76, 227
Maryland	13. 9	19. 6	93, 510	280, 532	374, 042
Michigan	51. 5	34. 0	243, 417	733, 201	976, 618
Minnesota	7. 9	6. 2	117, 535	352, 605	470, 140
Mississippi	10. 0	8. 0	48, 068	144, 204	192, 272
Missouri	9. 0	19. 4	63, 391	190, 172	253, 563
Montana	1. 3	. 2	4, 374	13, 122	17, 496
Nebraska	3. 8	8. 9	22, 004	66, 010	88, 014
New Hampshire	2. 0	3. 0	8, 494	25, 481	33, 975
New Mexico	. 9	2. 9	8, 094	24, 281	32, 375
New York	20. 7	132. 3	291, 926	875, 779	1, 167, 705
North Carolina	16. 1	32. 9	111, 820	335, 461	447, 281
North Dakota	4. 7	5. 5	25, 929	77, 787	103, 716
Ohio	15. 5	26. 2	125, 813	377, 439	503, 252
Rhode Island	1. 5	4. 8	9, 302	27, 908	37, 210
South Dakota	4. 1	1. 3	18, 782	56, 375	75, 157
Tennessee	14. 1	25. 8	85, 383	256, 149	341, 532
Texas	8. 0	21. 8	134, 589	403, 768	538, 357
Utah	5. 7	6. 5	29, 488	88, 463	117, 951
Vermont	4. 0	3. 7	19, 375	58, 126	77, 501
Wyoming	4. 0	3. 9	19, 232	57, 695	76, 927
Total, outlying areas	7. 2	18. 0	60, 657	181, 971	242, 628
Guam	1. 8	1. 0	9, 163	27, 488	36, 651
Puerto Rico	4. 5	16. 0	47, 995	143, 984	191, 979
Virgin Islands	. 9	1. 0	3, 499	10, 499	13, 998

[1] Data for the 33 States and the 3 outlying areas in which vocational rehabilitation programs and services are conducted under the direction of the chief State school officer.

[2] Personnel and expenditures for general administration only. Does not include personnel and expenditures for guidance and placement, case services, and specialized facilities and programs.

Program Summary—Sections 2 and 3, Vocational Rehabilitation Act, as amended [1]

Amount expended from Federal funds for State administration in fiscal year 1968 [2]	$7,486,436
Amount expended from State funds for State administration in fiscal year 1968 [2]	2,493,514
Grand total	9,979,950
Personnel by man-years engaged in program activities as of June 30, 1968: [2]	
Professional	307.5
Nonprofessional	601.5

[1] Data for the 33 States and the 3 outlying areas in which vocational rehabilitation programs and services are conducted under the direction of the chief State school officer.

[2] Personnel and expenditures for general administration only. Does not include personnel and expenditures for guidance and placement, case services, and specialized facilities and programs.

II

Legislation.—Vocational Education Acts of 1917 (Smith-Hughes), 1946 (George-Barden), and 1963.

Purpose.—To assist States in maintaining, extending, and improving existing programs of vocational education.

Appropriation for fiscal year 1968:

a. Vocational Education Act of 1917, as amended	$7,161,455
b. Vocational Education Act of 1946, as amended	49,991,000
c. Vocational Education Act of 1963	208,225,000
Total	265,377,455

Basis for allotments to States:

a. Vocational Education Act of 1917 (Smith-Hughes):	
Agriculture—based on State's rural population, minimum $10,000 per State, appropriation fiscal year 1968	$3,016,355
Trade, home economics, and industrial subjects—based on urban population, minimum of $10,000 per State, appropriation fiscal year 1968	3,041,787
Teacher training—based on State's total population, minimum of $10,000 per State, appropriation fiscal year 1968	1,103,313
b. Vocational Education Act of 1946 (George-Barden):	
Agriculture—based on State's farm population, minimum of $40,000 per State, appropriation fiscal year 1968	10,309,997
Home economics—based on State's rural population, minimum of $40,000 per State, appropriation fiscal year 1968	8,182,825
b. Vocational Education Act of 1946 (George-Barden):—Continued	
Distributive occupations—based on State's total population, minimum of $15,000 per State, appropriation fiscal year 1968	2,602,298
Trades and Industry—based on State's nonfarm population, minimum of $40,000 per State, appropriation fiscal year 1968	8,215,703
Fisheries—based on State's fishing industry, no minimum, appropriation fiscal year 1968	375,000
Health—based on ratios of sums allotted to States for all other programs under the act, appropriation fiscal year 1968	5,000,000
Technical—based on ratios of sums allotted to States for all other programs under the act, appropriation fiscal year 1968	15,000,000
Supplemental acts	305,000
c. Vocational Education Act of 1963:	
1. Allotments to States under sec. 3, appropriation fiscal year 1968	198,225,000
(a) Ninety percent of sums appropriated are allotted to States on the basis of numbers of persons in the various age groups needing vocational education and the per capita income in the respective States. Minimum of $10,000 per State.	
(b) Ten percent of the sums appropriated is to be used by the U.S. Commissioner of Education to make grants to colleges and universities, to State boards for vocational education, and, with the approval of such State boards, to local educational agencies to pay part of the cost of research and training programs and of experimental, developmental, or pilot programs, developed by such institutions, boards, or agencies.	
2. Allotments to States under sec. 13, appropriation fiscal year 1968	10,000,000
Work-study programs for vocational-education study—based on State's population age 15 to 20 inclusive, no minimum.	

Provision for State administration.—Allotments are made to States for activities in the State plans approved by the U.S. Commissioner of Education. State plans are prepared by the State board designated or created to cooperate with the U.S. Office of Education in the administration of federally supported State vocational education programs.

Table 4.—Number of employees and expenditures for State administration of the Vocational Education Acts of 1917, 1946, and 1963: Fiscal year 1968

State	Number of State agency employees [1]		Administrative expenditures, by source of funds		Total administrative expenditures (cols. 4+5)
	Professional	Nonprofessional	State	Federal	
(1)	(2)	(3)	(4)	(5)	(6)
Total	(*)	(*)	$15, 887, 002	$17, 735, 273	$33, 622, 275
Total, 50 States and District of Columbia	(*)	(*)	15, 057, 900	17, 139, 088	32, 196, 988
Alabama	(*)	(*)	347, 169	502, 795	849, 964
Alaska	(*)	(*)	52, 751	49, 000	101, 751
Arizona	(*)	(*)	87, 384	166, 404	253, 788
Arkansas	(*)	(*)	113, 498	120, 335	233, 833
California	(*)	(*)	499, 638	1, 381, 683	1, 881, 321
Colorado [2]	(*)	(*)	209, 593	151, 834	361, 427
Connecticut	(*)	(*)	348, 776	262, 402	611, 178
Delaware	(*)	(*)	56, 259	134, 451	190, 710
District of Columbia	(*)	(*)	208, 053	45, 663	253, 716
Florida	(*)	(*)	87, 379	1, 159, 242	1, 246, 621
Georgia	(*)	(*)	521, 593	634, 941	1, 156, 534
Hawaii	(*)	(*)	178, 145	120, 772	298, 917
Idaho	(*)	(*)	179, 447	0	179, 447
Illinois	(*)	(*)	396, 732	386, 224	782, 956
Indiana [2]	(*)	(*)	[3] 200, 000	[3] 300, 000	[3] 500, 000
Iowa	(*)	(*)	170, 915	226, 598	397, 513
Kansas [2]	(*)	(*)	180, 897	107, 901	288, 798
Kentucky	(*)	(*)	354, 127	354, 107	708, 234
Louisiana	(*)	(*)	426, 232	480, 709	906, 941
Maine	(*)	(*)	260, 352	108, 816	369, 168
Maryland	(*)	(*)	128, 927	135, 772	264, 699
Massachusetts	(*)	(*)	103, 669	207, 592	311, 261
Michigan	(*)	(*)	550, 369	298, 569	848, 938
Minnesota	(*)	(*)	179, 971	505, 279	685, 250
Mississippi	(*)	(*)	210, 527	240, 206	450, 733
Missouri	(*)	(*)	131, 074	343, 672	474, 746
Montana	(*)	(*)	95, 690	94, 839	190, 529
Nebraska	(*)	(*)	106, 758	107, 581	214, 339
Nevada	(*)	(*)	133, 348	0	133, 348
New Hampshire	(*)	(*)	137, 896	78, 018	215, 914
New Jersey	(*)	(*)	451, 444	430, 389	881, 833
New Mexico	(*)	(*)	96, 544	149, 180	245, 724
New York	(*)	(*)	603, 807	1, 313, 061	1, 916, 868
North Carolina	(*)	(*)	762, 857	55, 037	817, 894
North Dakota	(*)	(*)	65, 341	106, 894	172, 235
Ohio	(*)	(*)	138, 777	555, 114	693, 891
Oklahoma [2]	(*)	(*)	361, 782	381, 957	743, 739
Oregon	(*)	(*)	169, 973	57, 918	227, 891
Pennsylvania	(*)	(*)	907, 666	907, 666	1, 815, 332
Rhode Island	(*)	(*)	176, 234	171, 862	348, 096
South Carolina	(*)	(*)	674, 060	209, 740	883, 800
South Dakota	(*)	(*)	51, 713	32, 606	84, 319
Tennessee	(*)	(*)	612, 211	777, 733	1, 389, 944
Texas	(*)	(*)	1, 706, 285	1, 557, 022	3, 263, 307
Utah	(*)	(*)	45, 932	211, 382	257, 314
Vermont	(*)	(*)	78, 391	151, 101	229, 492
Virginia	(*)	(*)	693, 234	0	693, 234
Washington [2]	(*)	(*)	402, 845	644, 289	1, 047, 134

See footnotes at end of table.

Table 4.—**Number of employees and expenditures for State administration of the Vocational Education Acts of 1917, 1946, and 1963: Fiscal year 1968**—Continued

State	Number of State agency employees [1]		Administrative expenditures, by source of funds		Total administrative expenditures (cols. 4+5)
	Professional	Nonprofessional	State	Federal	
(1)	(2)	(3)	(4)	(5)	(6)
West Virginia	(*)	(*)	86, 910	176, 218	263, 128
Wisconsin [2]	(*)	(*)	299, 845	392, 349	692, 194
Wyoming	(*)	(*)	14, 880	152, 165	167, 045
Total, outlying areas	(*)	(*)	829, 102	596, 185	1, 425, 287
American Samoa	(†)	(†)	(†)	(†)	(†)
Canal Zone	(†)	(†)	(†)	(†)	(†)
Guam	(*)	(*)	14, 685	13, 882	28, 567
Puerto Rico	(*)	(*)	797, 979	565, 866	1, 363, 845
Trust Territory, Pacific Islands	(†)	(†)	(†)	(†)	(†)
Virgin Islands	(*)	(*)	16, 438	16, 437	32, 875

*Not available. †Inapplicable.

[1] State agency staff positions (full-time equivalent) whether headquarters or regional, and whether or not currently filled as of June 30, 1968. Staff positions for the direct operation of any school, college, university, or similar direct service are excluded.

[2] State department of education does not administer program.

[3] Estimate.

Program Summary—**Vocational Education Acts of 1917, 1946, 1963**

Amount expended from Federal funds for State administration in fiscal year 1968	$17, 735, 273
Amount expended from State funds for State administration in fiscal year 1968	15, 887, 002
Grand total	33, 622, 275

Number of State agency employees engaged in program activities as of June 30, 1968:[1]

Professional	(*)
Nonprofessional	(*)

*Not available.

[1] State agency staff positions (full-time equivalent) whether headquarters or regional, and whether or not currently filled as of June 30, 1968. Staff positions for the direct operation of any school, college, university, or similar direct service are excluded.

III

Legislation.—Title III, National Defense Education Act of 1958 as amended.

Purpose.—To strengthen elementary and secondary instruction in science, mathematics, history, civics, geography, modern foreign languages, English, reading, economics and industrial arts by making matching grants to States and loans to nonpublic schools for the acquisition of equipment and for minor remodeling, and matching grants for State supervision and administration.

Appropriation for fiscal year 1968.—$75,240,000 for the acquisition program; $2 million for administration of the State plan; and $1 million for loans to nonprofit private schools. In addition $5,500,000 was added to the ESEA Title V appropriation for State supervisory and related services.

Basis for allotments to States.—Allotments for the acquisition of equipment and for minor remodeling are assigned to the States, the District of Columbia, and the outlying areas for loans to nonprofit private schools according to a formula involving nonpublic school enrollment applied to a base of $6,409,091. One and six-tenths percent of the appropriation for acquisition is allotted for grants to the outlying areas on the basis of a formula involving the school age population with a $50,000 minimum per area; the remainder is allotted to the 50 States and the District of Columbia on the basis of a formula involving the school age population and the total personal income per school age population. One and six-tenths percent of the appropriation for administration of the State plan goes to the outlying areas on the basis of a formula involving school age population with a minimum of $4,000 per area; 98.4 percent of the appropriation is allotted to the 50 States and the District of Columbia on the basis of a formula involving school age population with a minimum of $10,000 per "State."

Provision for State administration.—To participate under this title, a State submits a plan through its State education agency to the U.S. Commissioner of Education for approval. Federal funds provided for administration of the approved State plan are classified as expenditures for State administration.

Table 5.—Number of employees and expenditures for State administration of Title III, National Defense Education Act of 1958, as amended: Fiscal year 1968

State	Number of State agency employees[1]		Administrative expenditures, by source of funds		Total administrative expenditures (cols. 4+5)
	Professional	Nonprofessional	State	Federal	
(1)	(2)	(3)	(4)	(5)	(6)
Total	292.4	235.9	$2,695,712	$1,868,604	$4,564,316
Total, 50 States and District of Columbia	256.1	227.9	2,660,018	1,834,592	4,494,610
Alabama	1.4	6.2	37,167	36,897	74,064
Alaska	.2	2.0	10,000	10,000	20,000
Arizona	.9	3.5	18,030	16,782	34,812
Arkansas	5.0	8.0	16,956	16,956	33,912
California	11.0	11.7	141.238	141,239	282,477
Colorado	(*)	(*)	(*)	(*)	(*)
Connecticut	3.5	2.0	44,410	26,820	71,230
Delaware	.0	6.0	15,380	10,000	25,380
District of Columbia	1.3	.0	10,000	10,000	20,000
Florida	(*)	(*)	(*)	(*)	(*)
Georgia	7.0	10.0	166,795	45,633	212,428
Hawaii	27.0	.0	215,185	10,000	225,185
Idaho	1.0	1.0	8,857	8,857	17,714
Illinois	29.0	24.0	353,136	102,071	455,207
Indiana	7.0	4.0	51,201	35,934	87,135
Iowa	7.6	9.0	90,153	27,395	117,548
Kansas	(*)	(*)	23,399	22,338	45,737
Kentucky	2.3	8.0	44,347	32,184	76,531
Louisiana	7.0	4.0	42,094	38,966	81,060
Maine	1.0	0	47,661	47,661	95,322
Maryland	2.0	5.0	30,204	30,204	60,408
Massachusetts	26.0	20.0	179,306	179,306	358,612
Michigan	.8	4.3	28,143	23,491	51,634
Minnesota	8.0	3.0	19,974	19,975	39,949
Mississippi	1.6	2.5	16,843	16,843	33,686
Missouri	3.5	2.3	32,772	32,772	65,544
Montana	1.6	.6	20,314	10,000	30,314
Nebraska	1.0	1.0	10,390	10,390	20,780
Nevada	.6	1.0	6,264	6,265	12,529
New Hampshire	(*)	(*)	(*)	(*)	(*)
New Jersey	(*)	(*)	(*)	(*)	(*)
New Mexico	(*)	(*)	(*)	(*)	(*)
New York	8.0	13.0	103,361	100,892	204,253
North Carolina	4.8	4.0	44,628	44,628	89,256
North Dakota	1.0	1.8	13,270	10,000	23,270
Ohio	3.0	2.0	36,406	36,208	72,614
Oklahoma	3.4	2.0	24,985	23,180	48,165
Oregon	2.0	3.0	34,393	19,157	53,550
Pennsylvania	32.0	22.0	303,497	303,497	606,994
Rhode Island	10.0	7.0	9,229	9,228	18,457
South Carolina	2.0	5.0	26,560	26,560	53,120
South Dakota	2.0	1.0	8,389	8,389	16,778
Tennessee	8.0	5.0	89,499	38,238	127,737
Texas	4.5	7.2	99,621	99,621	199,242
Utah	(*)	(*)	(*)	(*)	(*)
Vermont	.5	2.0	8,873	8,872	17,745
Virginia	10.0	3.0	64,472	44,292	108,764
Washington	1.8	3.0	28,690	28,690	57,380

See footnotes at end of table.

Table 5.—**Number of employees and expenditures for State administration or Title III, National Defense Education Act of 1958, as amended: Fiscal year 1968**—Continued

State	Number of State agency employees [1]		Administrative expenditures, by source of funds		Total administrative expenditures (cols. 4+5)
	Professional	Nonprofessional	State	Federal	
(1)	(2)	(3)	(4)	(5)	(6)
West Virginia	2.0	3.0	38, 117	18, 353	56, 470
Wisconsin	2.8	3.8	39, 244	39, 243	78, 487
Wyoming	1.0	1.0	6, 565	6, 565	13, 130
Total, outlying areas	36.3	8.0	35, 694	34, 012	69, 706
American Samoa	(†)	(†)	(†)	(†)	(†)
Canal Zone	(†)	(†)	(†)	(†)	(†)
Guam	.3	1.0	4,000	4,000	8,000
Puerto Rico	33.0	6.0	22, 136	20, 454	42, 590
Trust Territory, Pacific Islands	(*)	(*)	(*)	(*)	(*)
Virgin Islands	3.0	1.0	9, 558	9, 558	19, 116

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*Not available. †Inapplicable.

[1] State agency staff positions (full-time equivalent) whether headquarters or regional, and whether or not currently filled as of June 30, 1968. Staff positions for the direct operation of any school, college, university, or similar direct service are excluded.

Program Summary—Title III, National Defense Education Act of 1958, as amended

Amount expended from Federal funds for State administration in fiscal year 1968	$1, 868, 604
Amount expended from State funds for State administration in fiscal year 1968	2, 695, 712
Grand total	4, 564, 316
Number of State agency employees engaged in program activities as of June 30, 1968: [1]	
Professional	292.4
Nonprofessional	235.9

[1] State agency staff positions (full-time equivalent) whether headquarters or regional, and whether or not currently filled as of June 30, 1968. Staff positions for the direct operation of any school, college, university, or similar direct service are excluded.

IV

Legislation.—Title V–A, National Defense Education Act of 1958, as amended.

Purpose.—To assist State education agencies in establishing and maintaining programs of testing, guidance, and counseling.

Appropriation for fiscal year 1968.—$24.5 million.

Basis for allotments to States.—One and six-tenths percent of the appropriation is allotted to outlying areas on the basis of respective need and with a minimum of $20,000 per area; 98.4 percent of the appropriation is allotted to the States and the District of Columbia on the basis of a formula involving school age population and with a minimum of $50,000 per "State."

Provision for State administration.—State participation in this program is carried out in accordance with a State plan, submitted by the State education agency to the U.S. Commissioner of Education for his approval. Program funds may be used for administrative purposes, including State supervisory or related services to public elementary and secondary schools or public junior colleges and technical institutes in the fields of guidance, counseling, and testing.

Table 6.—**Number of employees and expenditures for State administration of Title V–A, National Defense Education Act of 1958, as amended: Fiscal year 1968**

State	Number of State agency employees [1]		Administrative expenditures, by source of funds		Total administrative expenditures (cols. 4+5)
	Professional	Nonprofessional	State	Federal	
(1)	(2)	(3)	(4)	(5)	(6)
Total	207. 4	189. 9	(*)	(*)	$4, 392, 224
Total, 50 States and District of Columbia	206. 4	187. 9	(*)	(*)	4, 141, 359
Alabama	3. 0	4. 0	(*)	(*)	91, 128
Alaska	. 9	1. 3	(*)	(*)	30, 388
Arizona	2. 0	2. 6	(*)	(*)	56, 401
Arkansas	3. 0	1. 0	(*)	(*)	48, 625
California	4. 3	2. 7	(*)	(*)	120, 110
Colorado	(*)	(*)	(*)	(*)	(*)
Connecticut	(*)	(*)	(*)	(*)	(*)
Delaware	5. 0	6. 0	(*)	(*)	62, 903
District of Columbia	(*)	(*)	(*)	(*)	(*)
Florida	(*)	(*)	(*)	(*)	(*)
Georgia	6. 0	7. 5	(*)	(*)	130, 853
Hawaii	3. 7	3. 5	(*)	(*)	84, 495
Idaho	2. 0	1. 0	(*)	(*)	37, 410
Illinois	21. 0	24. 0	(*)	(*)	695, 382
Indiana	3. 5	3. 0	(*)	(*)	75, 571
Iowa	4. 0	2. 0	(*)	(*)	60, 663
Kansas	4. 0	1. 5	(*)	(*)	143, 601
Kentucky	9. 0	6. 0	(*)	(*)	141, 631
Louisiana	5. 8	3. 3	(*)	(*)	94, 348
Maine	1. 0	. 8	(*)	(*)	18, 980
Maryland	(*)	(*)	(*)	(*)	(*)
Massachusetts	8. 0	4. 0	(*)	(*)	126, 349
Michigan	3. 0	3. 5	(*)	(*)	77, 247
Minnesota	3. 0	2. 0	(*)	(*)	126, 753
Mississippi	2. 2	3. 1	(*)	(*)	43, 161
Missouri	(*)	(*)	(*)	(*)	(*)
Montana	. 9	. 5	(*)	(*)	21, 058
Nebraska	2. 5	1. 5	(*)	(*)	47, 299
Nevada	1. 0	1. 0	(*)	(*)	22, 143
New Hampshire	1. 0	. 5	(*)	(*)	19, 981
New Jersey	(*)	(*)	(*)	(*)	(*)
New Mexico	2. 0	3. 0	(*)	(*)	80, 660
New York	45. 0	45. 0	(*)	(*)	488, 322
North Carolina	3. 2	3. 0	(*)	(*)	62, 993
North Dakota	1. 5	2. 0	(*)	(*)	37, 739
Ohio	(*)	(*)	(*)	(*)	(*)
Oklahoma	4. 0	3. 3	(*)	(*)	69, 123
Oregon	2. 0	1. 0	(*)	(*)	58, 910
Pennsylvania	6. 0	6. 0	(*)	(*)	148, 425
Rhode Island	1. 3	1. 0	(*)	(*)	25, 348
South Carolina	5. 0	2. 0	(*)	(*)	93, 160
South Dakota	2. 5	2. 3	(*)	(*)	41, 322
Tennessee	6. 5	2. 5	(*)	(*)	92, 826
Texas	15. 0	17. 7	(*)	(*)	301, 816
Utah	2. 3	2. 8	(*)	(*)	51, 550
Vermont	. 8	. 8	(*)	(*)	15, 015
Virginia	(*)	(*)	(*)	(*)	(*)
Washington	2. 3	2. 0	(*)	(*)	64, 086

See footnotes at end of table.

Table 6.—**Number of employees and expenditures for State administration of Title V–A, National Defense Education Act of 1958, as amended: Fiscal year 1968**—Continued

State	Number of State agency employees [1]		Administrative expenditures, by source of funds		Total administrative expenditures (cols. 4+5)
	Professional	Nonprofessional	State	Federal	
(1)	(2)	(3)	(4)	(5)	(6)
West Virginia	4.0	4.0	(*)	(*)	65,446
Wisconsin	2.7	2.7	(*)	(*)	56,614
Wyoming	.5	.5	(*)	(*)	11,524
Total, outlying areas	1.0	2.0	(*)	(*)	250,865
American Samoa	(†)	(†)	(†)	(†)	(†)
Canal Zone	(†)	(†)	(†)	(†)	(†)
Guam	1.0	2.0	(*)	(*)	42,896
Puerto Rico	(*)	(*)	(*)	(*)	207,969
Trust Territory, Pacific Islands	(†)	(†)	(†)	(†)	(†)
Virgin Islands	(*)	(*)	(*)	(*)	(*)

*Not available. †Inapplicable.

[1] State agency staff positions (full-time equivalent) whether headquarters or regional, and whether or not currently filled as of June 30, 1968. Staff positions for the direct operation of any school, college, university, or similar direct service are excluded.

Program Summary.—**Title V–A, National Defense Education Act of 1958, as amended**

Amount expended from Federal funds for State administration in fiscal year 1968	(*)
Amount expended from State funds for State administration in fiscal year 1968	(*)
Grand Total	$4,392,224

Number of State agency employees engaged in program activities as of June 30, 1968: [1]	
Professional	207.4
Nonprofessional	189.9

*Not available.

[1] State agency staff positions (full-time equivalent) whether headquarters or regional, and whether or not currently filled as of June 30, 1968. Staff positions for the direct operation of any school, college, university, or similar direct service are excluded.

V

Legislation.—Title I, Elementary and Secondary Education Act of 1965, as amended.

Purpose.—To provide financial assistance to State and local public educational agencies to expand and improve their educational programs to meet the special needs of educationally disadvantaged children in low-income areas, also handicapped, neglected, delinquent, and foster children, and children of migratory agricultural workers and American Indian children attending Bureau of Indian Affairs' schools.

Appropriation for fiscal year 1968.—$1,191 million.

Basis for allotments to States: In fiscal year 1968 the authorized amount for local school districts was computed by multiplying the number of eligible children in local school districts by one-half the average per pupil expenditure in the State or one-half the national average per pupil expenditure, whichever was the greater. The number of eligible children was based on the children, ages 5 through 17, who are (1) in families with an annual income less than $2,000; (2) in families receiving an income in excess of the low-income factor, from payments under the program of aid to families with dependent children; (3) living in institutions for neglected or delinquent children, or living in foster homes with public support. The resulting product was then ratably reduced to the appropriated amount to arrive at the actual allocation for the local educational agencies.

In addition the amounts for handicapped, neglected or delinquent children for which the State agency is directly responsible were funded at the amount of the authorization without being ratably reduced. The authorization for the handicapped program was determined by multiplying the number of eligible children by one-half the average per-pupil expenditure in the State or one-half the national average per-pupil expenditure, whichever was the greater. The authorizations for the neglected and delinquent programs were determined by multiplying the number of eligible children by one-half the average per-pupil expenditure in the State. The migrant program was also funded at the amount of the authorization which was determined by multiplying the number of eligible children by one-half the national average per-pupil expenditure.

Approximately 2¾ percent of the amount appropriated for the 50 States and the District of Columbia was allotted to American Samoa, Guam, Puerto Rico, Virgin Islands, Trust Territory of the Pacific Islands, and the Bureau of Indian Affairs.

Provision for State administration.—In fiscal year 1968, each State was allowed 1 percent of the total amount allotted to the States for the various Title I programs or $150,000 ($25,000 in the case of the outlying areas), whichever was greater, for purposes of administration.

Table 7.—**Number of employees and expenditures for State administration of Title I, Elementary and Secondary Education Act of 1965, as amended: Fiscal year 1968**

State	Number of State agency employees [1]		Administrative expenditures, by source of funds		Total administrative expenditures (cols. 4+5)
	Professional	Nonprofessional	State	Federal	
(1)	(2)	(3)	(4)	(5)	(6)
Total	658.9	555.7	(†)	$11,814,987	$11,814,987
Total, 50 States and District of Columbia	645.9	533.7	(†)	11,563,011	11,563,011
Alabama	15.0	21.0	(†)	375,384	375,384
Alaska	3.0	3.3	(†)	95,540	95,540
Arizona	3.4	6.7	(†)	141,711	141,711
Arkansas	11.0	14.0	(†)	234,918	234,918
California	25.7	21.0	(†)	762,208	762,208
Colorado	[2] 6.0	[2] 5.0	(†)	[2] 84,356	[2] 84,356
Connecticut	4.0	4.0	(†)	113,541	113,541
Delaware	4.0	8.0	(†)	148,533	148,533
District of Columbia	4.0	14.0	(†)	146,935	146,935
Florida	14.0	10.0	(†)	329,332	329,332
Georgia	23.0	23.0	(†)	351,691	351,691
Hawaii	31.0	6.0	(†)	146,961	146,961
Idaho	3.5	3.0	(†)	126,759	126,759
Illinois	37.0	26.0	(†)	474,998	474,998
Indiana	7.0	4.0	(†)	128,533	128,533
Iowa	8.0	7.0	(†)	145,627	145,627
Kansas	5.8	3.0	(†)	89,180	89,180
Kentucky	16.6	12.3	(†)	283,588	283,588
Louisiana	21.0	20.0	(†)	294,004	294,004
Maine	3.0	4.0	(†)	125,920	125,920
Maryland	6.0	10.0	(†)	140,067	140,067
Massachusetts	[2] 13.0	[2] 1.0	(†)	[2] 64,595	[2] 64,595
Michigan	11.7	11.5	(†)	294,720	294,720
Minnesota	12.0	14.0	(†)	200,205	200,205
Mississippi	12.0	7.6	(†)	212,006	212,006
Missouri	11.0	9.0	(†)	219,794	219,794
Montana	5.7	5.3	(†)	149,761	149,761
Nebraska	5.0	3.0	(†)	112,513	112,513
Nevada	2.2	1.6	(†)	51,740	51,740
New Hampshire	5.0	2.0	(†)	133,859	133,859
New Jersey	13.0	15.0	(†)	242,038	242,038
New Mexico	6.0	6.0	(†)	143,837	143,837
New York	46.0	50.0	(†)	1,183,193	1,183,193
North Carolina	20.0	16.0	(†)	412,072	412,072
North Dakota	7.0	3.0	(†)	62,046	62,046
Ohio	12.7	11.7	(†)	316,733	316,733
Oklahoma	10.6	5.2	(†)	179,619	179,619
Oregon	6.0	3.0	(†)	137,419	137,419

See footnotes at end of table.

Table 7.—**Number of employees and expenditures for State administration of Title I, Elementary and Secondary Education Act of 1965, as amended: Fiscal year 1968**—Continued

State	Number of State agency employees [1]		Administrative expenditures, by source of funds		Total administrative expenditures (cols. 4+5)
	Professional	Nonprofessional	State	Federal	
(1)	(2)	(3)	(4)	(5)	(6)
Pennsylvania	24.0	18.0	(†)	469,960	469,960
Rhode Island	3.8	5.0	(†)	91,671	91,671
South Carolina	51.0	39.0	(†)	290,830	290,830
South Dakota	6.0	4.0	(†)	137,755	137,755
Tennessee	22.0	7.0	(†)	302,208	302,208
Texas	45.5	34.4	(†)	620,698	620,698
Utah	4.0	3.5	(†)	96,976	96,976
Vermont	5.0	3.0	(†)	58,351	58,351
Virginia	8.5	5.5	(†)	137,242	137,242
Washington	7.7	6.6	(†)	149,999	149,999
West Virginia	8.2	8.0	(†)	157,484	157,484
Wisconsin	5.3	6.5	(†)	136,301	136,301
Wyoming	4.0	3.0	(†)	57,600	57,600
Total, outlying areas	13.0	22.0	(†)	251,976	251,976
American Samoa	(†)	(†)	(†)	(†)	(†)
Canal Zone	(†)	(†)	(†)	(†)	(†)
Guam	2.0	1.0	(†)	25,000	25,000
Puerto Rico	[2] 9.0	[2] 18.0	(†)	[2] 180,299	[2] 180,299
Trust Territory, Pacific Islands	1.0	1.0	(†)	23,104	23,104
Virgin Islands	1.0	2.0	(†)	23,573	23,573

† Inapplicable.

[1] State agency staff positions (full-time equivalent) whether headquarters or regional, and whether or not currently filled as of June 30, 1968. Staff positions for the direct operation of any school, college, university, or similar direct service are excluded.

[2] Estimate.

Program Summary—**Title I, Elementary and Secondary Education Act of 1965, as amended**

Amount expended from Federal funds for State administration in fiscal year 1968	$11,814,987
Amount expended from State funds for State administration in fiscal year year 1968	(†)
Grand total	11,814,987
Number of State agency employees engaged in program activities as of June 30, 1968: [1]	
Professional	658.9
Nonprofessional	555.7

†Inapplicable.

[1] State agency staff positions (full-time equivalent) whether headquarters or regional, and whether or not currently filled as of June 30, 1968. Staff positions for the direct operation of any school, college, university, or similar direct service are excluded.

VI

Legislation.—Title II, Elementary and Secondary Education Act of 1965, as amended.

Purpose.—Acquisition of school library resources, textbooks, and other printed and published instructional materials for the use of children and teachers in public and private elementary and secondary schools.

Appropriation for fiscal year 1968.—$99,234,000.

Basis for allotments to States.—Two and one-half percent of the appropriation is allotted to outlying areas and the Departments of Defense and Interior on the basis of a formula involving the number of children enrolled in public and private schools; 97½ percent of the appropriation is allotted to the States and the District of Columbia on the basis of a formula involving the number of children enrolled in public and private schools; there is no minimum.

Provision for State administration.—Any State which desires to receive grants under this title must submit to the U.S. Commissioner of Education a State plan which designates a State agency to act, either directly or through arrangements with other State or local public agencies, as the sole agency for administration of the State plan. In any State which has a State plan approved under this title and in which no State agency is authorized by law to provide library resources, textbooks, or other instructional materials for the use of children and teachers in any one or more elementary or secondary schools in such State, the U.S. Commissioner of Education arranges for the provision on an equitable basis of these resources, textbooks, and materials for such use and pays the cost out of that State's allotment. For the fiscal year 1968, the amount used for administration of the State plan could equal but not exceed 5 percent of the amount paid to the State, or $50,000 whichever was greater.

Table 8.—**Number of employees and expenditures for State administration of Title II, Elementary and Secondary Education Act of 1965, as amended: Fiscal year 1968**

State	Number of State agency employees [1]		Administrative expenditures, by source of funds		Total administrative expenditures (cols. 4+5)
	Professional	Nonprofessional	State	Federal	
(1)	(2)	(3)	(4)	(5)	(6)
Total	152.0	193.9	(†)	$4,042,604	$4,042,604
Total, 50 States and District of Columbia	147.0	182.4	(†)	3,995,673	3,995,673
Alabama	2.0	4.8	(†)	79,442	79,442
Alaska	.3	.5	(†)	12,625	12,625
Arizona	1.3	3.2	(†)	49,871	49,871
Arkansas	3.0	3.0	(†)	50,000	50,000
California	6.5	7.5	(†)	433,345	433,345
Colorado	(*)	(*)	(†)	(*)	(*)
Connecticut	(*)	(*)	(†)	(*)	(*)
Delaware	(*)	(*)	(†)	(*)	(*)
District of Columbia	1.0	2.0	(†)	18,766	18,766
Florida	6.0	3.0	(†)	126,136	126,136
Georgia	2.0	3.0	(†)	76,701	76,701
Hawaii	1.0	1.5	(†)	36,971	36,971
Idaho	2.0	1.0	(†)	38,721	38,721
Illinois	11.0	10.0	(†)	266,859	266,859
Indiana	4.0	3.0	(†)	97,751	97,751
Iowa	2.0	5.0	(†)	68,827	68,827
Kansas	2.8	2.0	(†)	53,102	53,102
Kentucky	2.7	5.1	(†)	59,564	59,564
Louisiana	2.0	0.0	(†)	24,934	24,934
Maine	(*)	(*)	(†)	(*)	(*)
Maryland	2.0	1.0	(†)	81,732	81,732
Massachusetts	5.0	4.6	(†)	86,063	86,063
Michigan	8.0	6.0	(†)	226,083	226,083
Minnesota	3.5	7.0	(†)	94,260	94,260
Mississippi	1.7	4.6	(†)	54,670	54,670
Missouri	3.3	5.7	(†)	79,541	79,541
Montana	.9	1.5	(†)	48,089	48,089
Nebraska	4.0	3.3	(†)	86,789	86,789
Nevada	1.0	1.0	(†)	33,467	33,467
New Hampshire	1.0	1.0	(†)	16,649	16,649
New Jersey	(*)	(*)	(†)	(*)	(*)
New Mexico	(*)	(*)	(†)	(*)	(*)
New York	12.0	17.0	(†)	234,383	234,383
North Carolina	4.0	7.0	(†)	110,512	110,512
North Dakota	1.0	1.0	(†)	27,130	27,130
Ohio	5.2	5.3	(†)	251,011	251,011
Oklahoma	3.3	2.0	(†)	57,034	57,034
Oregon	2.0	1.0	(†)	46,741	46,741
Pennsylvania	7.0	17.0	(†)	263,966	263,966
Rhode Island	1.3	2.0	(†)	28,315	28,315

See footnotes at end of table.

Table 8.—**Number of employees and expenditures for State administration of Title II, Elementary and Secondary Education Act of 1965, as amended: Fiscal year 1968**—Continued

State	Number of State agency employees [1]		Administrative expenditures, by source of funds		Total administrative expenditures (cols. 4+5)
	Professional	Nonprofessional	State	Federal	
(1)	(2)	(3)	(4)	(5)	(6)
South Carolina	3.9	2.0	(†)	60,942	60,942
South Dakota	2.0	3.0	(†)	36,409	36,409
Tennessee	3.0	1.0	(†)	79,239	79,239
Texas	10.8	11.1	(†)	157,487	157,487
Utah	1.0	2.0	(†)	47,436	47,436
Vermont	1.0	1.0	(†)	19,386	19,386
Virginia	1.0	2.0	(†)	24,998	24,998
Washington	3.0	3.4	(†)	75,507	75,507
West Virginia	1.0	4.0	(†)	44,614	44,614
Wisconsin	3.2	7.3	(†)	97,625	97,625
Wyoming	1.3	3.0	(†)	31,980	31,980
Total, outlying areas	5.0	11.5	(†)	46,931	46,931
American Samoa	(†)	(†)	(†)	(†)	(†)
Bur. of Indian Affairs	1.0	1.0	(†)	4,701	4,701
Guam	0	.5	(†)	1,157	1,157
Puerto Rico	4.0	10.0	(†)	38,703	38,703
Trust Territory, Pacific Islands	(*)	(*)	(†)	1,980	1,980
Virgin Islands	(*)	(*)	(†)	390	390

*Not available. †Inapplicable.

[1] State agency staff positions (full-time equivalent) whether headquarters or regional and whether or not currently filled as of June 30, 1968. Staff positions for the direct operation of any school, college, university, or similar direct service are excluded.

Program Summary—Title II, Elementary and Secondary Education Act of 1965, as amended

Amount expended from Federal funds for State administration in fiscal year 1968	$4,042,604
Amount expended from State funds for State administration in fiscal year	(†)
Grand total	4,042,604
Number of State agency employees engaged in program activities as of June 30, 1968: [1]	
Professional	152.0
Nonprofessional	193.9

†Inapplicable

[1] State agency staff positions (full-time equivalent) whether headquarters or regional, and whether or not currently filled as of June 30, 1968. Staff positions for the direct operation of any school, college, university, or similar direct service are excluded.

VII

Legislation.—Title V, section 503, Elementary and Secondary Education Act of 1965, as amended.

Purpose.—To stimulate and assist States in strengthening the leadership resources of their State education agencies and to assist these agencies in the establishment and improvement of programs to identify and meet the needs of States.

Appropriation for fiscal year 1968.—Title V—$29,750,000 (sec. 503, basic grants—$25,287,500; sec. 505, special project grants—$4,462,500).

Basis for allotments to States.—Two percent of the amount available for basic grants is allotted to territories; of the remainder 40 percent is divided equally among the States and the District of Columbia, and the balance is distributed on the basis of public school population. (For the first 6 months of this fiscal year the previous formula was in effect. This provided for $100,000 to each State and the District of Columbia, with the remainder divided on the basis of public school pupils.)

Provision for State Administration.—The program provides for improvement of State administration by strengthening the leadership resources of State departments of education (State education agencies). All expenditures under the basic grant portion of the program are classified herein as expenditures for State administration. Upon approval of an application made by a State through its education agency to the U.S. Commissioner of Education, the State education agency is authorized to use Federal funds up to the amount of the basic grant to conduct the programs and parts of programs set forth in the application.

Table 9.—Title V, Section 503, Elementary and Secondary Education Act of 1965, as amended: Fiscal year 1968

State	Number of State agency employees [1]		Administrative expenditures, by source of funds		Total administrative expenditures (cols. 4+5)
	Professional	Nonprofessional	State	Federal	
(1)	(2)	(3)	(4)	(5)	(6)
Total	1, 140. 8	985. 3	(†)	$23, 687, 896	$23, 687, 896
Total, 50 States and District of Columbia	1, 138. 8	975. 3	(†)	23, 225, 216	23, 225, 216
Alabama	26. 5	23. 2	(†)	497, 350	497, 350
Alaska	4. 9	4. 6	(†)	171, 118	171, 118
Arizona	7. 2	10. 4	(†)	300, 572	300, 572
Arkansas	14. 0	8. 0	(†)	303, 148	303, 148
California	37. 5	39. 1	(†)	1, 739, 654	1, 739, 654
Colorado	(*)	(*)	(†)	[2] 347, 190	[2] 347, 190
Connecticut	12. 0	16. 0	(†)	341, 465	341, 465
Delaware	20. 0	5. 0	(†)	191, 328	191, 328
District of Columbia	(*)	(*)	(†)	[2] 206, 022	[2] 206, 022
Florida	29. 4	20. 8	(†)	6407, 162	640, 162
Georgia	29. 0	22. 9	(†)	566, 515	566, 515
Hawaii	7. 0	6. 0	(†)	213, 04	213, 704
Idaho	14. 0	11. 1	(†)	217, 176	217, 176
Illinois	63. 0	56. 0	(†)	944, 420	944, 420
Indiana	26. 0	21. 0	(†)	338, 023	338, 023
Iowa	20. 0	9. 0	(†)	349, 590	349, 590
Kansas	15. 3	14. 5	(†)	353, 782	353, 782
Kentucky	25. 0	29. 0	(†)	417, 805	417, 805
Louisiana	25. 0	28. 0	(†)	473, 630	473, 630
Maine	14. 4	13. 3	(†)	223, 635	223, 635
Maryland	13. 0	8. 0	(†)	462, 140	462, 140
Massachusetts	(*)	(*)	(†)	[2] 566, 428	[2] 566, 428
Michigan	27. 4	36. 8	(†)	952, 063	952, 063
Minnesota	19. 0	19. 0	(†)	480, 725	480, 725
Mississippi	13. 2	18. 2	(†)	368, 995	368, 995
Missouri	28. 5	23. 7	(†)	508, 398	508, 398
Montana	4. 6	6. 6	(†)	213, 641	213, 641
Nebraska	15. 5	17. 5	(†)	274, 900	274, 900
Nevada	5. 1	7. 1	(†)	135, 916	135, 916
New Hampshire	12. 0	15. 7	(†)	187, 615	187, 615
New Jersey	34. 5	34. 9	(†)	599, 197	599, 197
New Mexico	17. 2	16. 5	(†)	255, 743	255, 743
New York	53. 0	40. 0	(†)	1, 306, 711	1, 306, 711
North Carolina	22. 7	35. 0	(†)	547, 574	547, 574
North Dakota	6. 9	10. 5	(†)	109, 591	109, 591
Ohio	73. 0	36. 0	(†)	1, 073, 520	1, 073, 520
Oklahoma	20. 1	15. 1	(†)	372, 612	372, 612
Oregon	24. 0	14. 0	(†)	337, 208	337, 208
Pennsylvania	80. 2	32. 5	(†)	1, 004, 125	1, 004, 125
Rhode Island	16. 0	12. 9	(†)	207, 193	207, 193
South Carolina	46. 0	30. 0	(†)	375, 089	375, 089
South Dakota	10. 5	15. 2	(†)	210, 605	210, 605
Tennessee	29. 0	26. 0	(†)	489, 742	489, 742
Texas	64. 1	52. 3	(†)	1, 174, 815	1, 174, 815
Utah	11. 5	17. 5	(†)	261, 145	261, 145
Vermont	14. 0	7. 0	(†)	172, 529	172, 529
Virginia	30. 0	20. 0	(†)	362. 028	362, 028

See footnotes at end of table.

Table 9.—**Title V, Section 503, Elementary and Secondary Education Act of 1965, as amended: Fiscal year 1968**—Continued

State	Number of State agency employees [1]		Administrative expenditures, by source of funds		Total administrative expenditures (cols. 4+5)
	Professional	Nonprofessional	State	Federal	
(1)	(2)	(3)	(4)	(5)	(6)
Washington	18.5	14.7	(†)	449,344	449,344
West Virginia	11.2	14.2	(†)	304,423	304,423
Wisconsin	20.9	27.5	(†)	467,511	467,511
Wyoming	7.0	13.0	(†)	157,401	157,401
Total, outlying areas	2.0	10.0	(†)	462,680	462,680
American Samoa	(*)	(*)	(†)	49,986	49,986
Canal Zone	(†)	(†)	(†)	(†)	(†)
Guam	2.0	10.0	(†)	74,452	74,452
Puerto Rico	(*)	(*)	(†)	[2] 248,279	[2] 248,279
Trust Territory, Pacific Islands	(*)	(*)	(†)	17,100	17,100
Virgin Islands	(*)	(*)	(†)	[2] 72,863	[2] 72,863

*Not available. †Inapplicable.

[1] State agency staff positions (full-time equivalent) whether headquarters or regional and whether or not currently filled as of June 30, 1968. Staff positions for the direct operation of any school, college, university, or similar direct service are excluded.

[2] Estimate.

Program Summary—Title V, Section 503, Elementary and Secondary Education Act of 1965, as amended

Amount expended from Federal funds for State administration in fiscal year 1968	$23,687,896
Amount expended from State funds for State administration in fiscal year 1968	(†)
Grand total	23,687,896
Number of State agency employees engaged in program activities as of June 30, 1968: [1]	
Professional	1,140.8
Nonprofessional	985.3

†Inapplicable.

[1] State agency staff positions (full-time equivalent) whether headquarters or regional, and whether or not currently filled as of June 30, 1968. Staff positions for the direct operation of any school, college, university, or similar direct service are excluded.

VIII

Legislation.—Title I, Public Library Services of the Library Services and Construction Act, as amended (Public Law 89–511).

Purpose.—To promote and develop, through the State Library administrative agency, public library services to areas where such services are inadequate or nonexistent.

Appropriation for fiscal year 1968.—$35 million.

Basis for allotments to States.—From the annual appropriation a basic amount of $100,000 is allotted to each of the States, the District of Columbia, and Puerto Rico, and $25,000 each is allotted to American Samoa, Guam, the Trust Territory of the Pacific Islands, and the Virgin Islands. The remaining funds are allotted to each State and outlying area in the same ratio as its population is to the total population of the country, according to the most recent decennial census.

Provision for State administration.—Grants to States for public library services are made on the basis of State plans approved by the U.S. Commissioner of Education. The State plan must provide for the administration or supervision of the administration of the plan by the State library administrative agency, and such State administrative costs are an eligible expenditure under the Title I program.

Table 10.—**Number of positions and expenditures for State administration of Title I, Public Library Services of the Library Services and Construction Act, as amended (Public Law 89–511): Fiscal year 1968** [1]

State	Number of State agency employees [2]		Administrative expenditures, by source of funds		Total administrative expenditures (cols. 4+5)
	Professional	Nonprofessional	State	Federal	
(1)	(2)	(3)	(4)	(5)	(6)
Total	66. 5	71. 4	$709, 836	$647, 285	$1, 357, 121
Total, States	61. 0	64. 9	655, 069	647, 285	1, 302, 354
Alaska	5. 0	3. 0	5, 400	3, 800	9, 200
California	5. 0	1. 5	11, 550	9, 450	21, 000
Colorado	3. 0	2. 6	0	52, 629	52, 629
Georgia	1. 0	1. 0	10, 100	3, 200	13, 300
Hawaii	2. 5	3. 0	12, 500	20, 000	32, 500
Maryland	1. 0	1. 0	5, 000	20, 000	25, 000
Massachusetts	. 9	2. 5	15, 001	7, 973	22, 974
Michigan	2. 0	2. 0	29, 525	0	29, 525
Minnesota	7. 0	8. 0	60, 000	60, 000	120, 000
New Jersey	2. 8	4. 3	18, 630	31, 228	49, 858
New York	13. 5	25. 0	359, 500	288, 000	647, 500
Pennsylvania	6. 3	6. 0	37, 308	90, 898	128, 206
Tennessee	3. 0	2. 0	49, 305	0	49, 305
Wisconsin	8. 0	3. 0	41, 250	60, 107	101, 357
Total, outlying areas	5. 5	6. 5	54, 767	0	54, 767
American Samoa [3]	(†)	(†)	(†)	(†)	(†)
Puerto Rico	3. 0	6. 0	36, 480	0	36, 480
Trust Territory, Pacific Islands	1. 0	0	2, 787	0	2, 787
Virgin Islands	1. 5	. 5	15, 500	0	15, 500

†Inapplicable.

[1] Information provided only for the 18 States and outlying areas in which this program is administered by the State department of education.

[2] State agency staff positions are full-time equivalents.

[3] Eligible but did not participate in LSCA Title I in fiscal year 1968.

Program Summary—Title I, Public Library Services of the Library Services and Construction Act, as amended (Public Law 89–511)

Amount expended from Federal funds for State administration in fiscal year 1968	$647, 285
Amount expended from State funds for State administration in fiscal year 1968	709, 836
Grand total	1, 357, 121
Number of State agency employees engaged in program activities as of June 30, 1968: [1]	
Professional	66. 5
Nonprofessional	71. 4

[1] State agency staff positions in full-time equivalents.

IX

Legislation.—Federal Civil Defense Act of 1950, as amended.

Purpose.—To provide basic education in civil defense for adults, and technical training for persons selected to serve as civil defense radiological monitors at State and local levels, and to provide shelter management training.

Appropriation for fiscal year 1968.—$3,962,000.

Basis for allotments to States.—On the basis of a joint estimate of probable cost, between the States and the U.S. Office of Education, contracts are negotiated with the States each year to reimburse them for expenditures incurred in administration and conduct of the program.

Provision for State administration.—The State agency with which the Office of Education contracts for the administration of the program is authorized to use Federal funds for State administrative purposes essential to carrying out the contract.

Table 11.—Number of employees and expenditures for State administration of the Federal Civil Defense Act of 1950, as amended: Fiscal year 1968

State	Number of State agency employees [1]		Administrative expenditures, by source of funds		Total administrative expenditures (cols. 4+5)
	Professional	Nonprofessional	State	Federal	
(1)	(2)	(3)	(4)	(5)	(6)
Total	140.3	81.6	(†)	$1,949,796	$1,949,796
Total, 50 States and District of Columbia	136.3	79.6	(†)	1,949,796	1,949,796
Alabama	3.0	2.0	(†)	46,929	46,929
Alaska [2]	2.0	1.0	(†)	(*)	(*)
Arizona	1.5	1.0	(†)	25,599	25,599
Arkansas	3.0	1.0	(†)	48,756	48,756
California	6.0	3.0	(†)	146,995	146,995
Colorado	1.2	1 0	(†)	29,615	29,615
Connecticut	1.0	1.0	(†)	21,007	21,007
Delaware	1.0	.5	(†)	18,129	18,129
District of Columbia	3.0	1.0	(†)	41,587	41,587
Florida	5.0	2.0	(†)	75,595	75,595
Georgia	3.0	1.5	(†)	54,775	54,775
Hawaii	1.0	1.0	(†)	24,046	24,046
Idaho	1.0	1.0	(†)	24,124	24,124
Illinois	4.0	2.0	(†)	80,158	80,158
Indiana	4.0	1.0	(†)	62,111	62,111
Iowa	3.0	2.5	(†)	57,776	57,776
Kansas	3.0	1.5	(†)	50,646	50,646
Kentucky	3.0	3.0	(†)	51,246	51,246
Louisiana	3.0	2.0	(†)	(*)	(*)
Maine	2.0	1.0	(†)	29,930	29,930
Maryland	2.0	1.0	(†)	30,369	30,369
Massachusetts	5.0	2.0	(†)	(*)	(*)
Michigan [2]	3.0	1.1	(†)	73,977	73,977
Minnesota	5.0	3.0	(†)	(*)	(*)
Mississippi	2.5	2.0	(†)	40,486	40,486
Missouri	4.0	2.5	(†)	57,568	57,568
Montana [2]	3.0	1.0	(†)	42,031	42,031
Nebraska	3.3	1.5	(†)	34,927	34,927
Nevada	1.3	1.0	(†)	(*)	(*)
New Hampshire	2.0	1.0	(†)	30,571	30,571
New Jersey	3.0	3.0	(†)	85,226	85,226
New Mexico	1.0	1.0	(†)	12,345	12,345
New York	3.0	2.0	(†)	17,226	17,226
North Carolina	3.0	1.0	(†)	45,523	45,523
North Dakota	2.0	1.0	(†)	33,406	33,406
Ohio	(*)	(*)	(†)	(*)	(*)
Oklahoma	4.0	3.0	(†)	68,231	68,231
Oregon	2.5	1.0	(†)	46,817	46,817
Pennsylvania	8.0	5.0	(†)	136,900	136,900
Rhode Island	1.0	1.0	(†)	4,633	4,633
South Carolina	3.0	1.0	(†)	40,633	40,633
South Dakota	2.0	1.0	(†)	28,424	28,424
Tennessee	3.0	2.0	(†)	46,853	46,853
Texas	3.0	4.0	(†)	(*)	(*)
Utah	1.5	1.0	(†)	(*)	(*)
Vermont	1.0	.5	(†)	(*)	(*)
Virginia	2.0	1.5	(†)	33,883	33,883

See footnotes at end of table.

Table 11.—**Number of employees and expenditures for State administration of the Federal Civil Defense Act of 1950, as amended: Fiscal year 1968**—Continued

State	Number of State agency employees [1]		Administrative expenditures, by source of funds		Total administrative expenditures (cols. 4+5)
	Professional	Nonprofessional	State	Federal	
(1)	(2)	(3)	(4)	(5)	(6)
Washington	2.0	1.0	(†)	27,456	27,456
West Virginia [2]	2.0	1.5	(†)	36,354	36,354
Wisconsin [2]	3.0	1.0	(†)	56,679	56,679
Wyoming	1.5	1.0	(†)	30,254	30,254
Total, outlying areas	4.0	2.0	(†)	(*)	(*)
American Samoa	(†)	(†)	(†)	(†)	(†)
Canal Zone	(†)	(†)	(†)	(†)	(†)
Guam	(†)	(†)	(†)	(†)	(†)
Puerto Rico	4.0	2.0	(†)	(*)	(*)
Trust Territory, Pacific Islands	(†)	(†)	(†)	(†)	(†)
Virgin Islands	(†)	(†)	(†)	(†)	(†)

*Not available. †Inapplicable.

[1] State agency staff positions (full-time equivalent) whether headquarters or regional, and whether or not currently filled as of June 30, 1968. Staff positions for the direct operation of any school, college, university, or similar direct service are excluded.

[2] State department of education does not administer program.

Program Summary—Federal Civil Defense Act of 1950, as amended

Amount expended from Federal funds for State administration in fiscal year 1968	$1,949,796
Amount expended from State funds for State administration in fiscal year 1968	(†)
Grand total	1,949,796
Number of State agency employees engaged in program activities as of June 30, 1968: [1]	
Professional	140.3
Nonprofessional	81.6

†Inapplicable.

[1] State agency staff positions (full-time equivalent) whether headquarters or regional, and whether or not currently filled as of June 30, 1968. Staff positions for the direct operation of any school, college, university, or similar direct service are excluded.

X

Legislation.—Public Law 85–926, as amended (Grants for Preparation of Professional Personnel in the Education of Handicapped Children).

Purpose.—To assist State education agencies and institutions of higher learning in the preparation of persons employed or about to be employed as teachers of handicapped children, supervisors of teachers, speech correctionists, and other specialists. Colleges and universities may also receive Federal funds to cover the cost of training programs for those to be involved in the preparation of teachers of handicapped children and for those engaged or preparing to engage in relevant research. Funds may be used for summer traineeships, graduate fellowships, junior and senior year traineeships, and institutes for advanced study.

Appropriation for fiscal year 1968.—$24,500,000 was appropriated under this act for the fiscal year ending June 30, 1968. Of the total amount appropriated $4,736,598 was made available to State education agencies to be used under their respective State plans.

Basis for allotments to States.—The allocation to each State is determined on the basis of its relative population, but usually is not less than $50,000 or more than $160,000.

Provision for State administration.—Grants to State education agencies are made within the framework of allotments of funds for use by States and on the basis of State plans. Each agency may use up to 20 percent of its award to administer the State plan.

Table 12.—**Number of employees and expenditures for State administration of Public Law 85–926, as amended (Grants for Preparation of Professional Personnel in the Education of Handicapped Children: Fiscal year 1968)**

State	Number of State agency employees [1]		Administrative expenditures, by source of funds		Total administrative expenditures (cols. 4+5)
	Professional	Nonprofessional	State	Federal [2]	
(1)	(2)	(3)	(4)	(5)	(6)
Total	(*)	(*)	(†)	$711, 233	$711, 233
Total, 50 States and District of Columbia	(*)	(*)	(†)	681, 404	681, 404
Alabama	(*)	(*)	(†)	18, 950	18, 950
Alaska	(*)	(*)	(†)	5, 691	5, 691
Arizona	(*)	(*)	(†)	14, 278	14, 278
Arkansas	(*)	(*)	(†)	15, 338	15, 338
California	(*)	(*)	(†)	32, 000	32, 000
Colorado	(*)	(*)	(†)	15, 389	15, 389
Connecticut	(*)	(*)	(†)	13, 546	13, 546
Delaware	(*)	(*)	(†)	6, 912	6, 912
District of Columbia	(*)	(*)	(†)	11, 388	11, 388
Florida	(*)	(*)	(†)	17, 632	17, 632
Georgia	(*)	(*)	(†)	21, 458	21, 458
Hawaii	(*)	(*)	(†)	11, 194	11, 194
Idaho	(*)	(*)	(†)	10, 905	10, 905
Illinois	(*)	(*)	(†)	31, 900	31, 900
Indiana	(*)	(*)	(†)	24, 134	24, 134
Iowa	(*)	(*)	(†)	17, 792	17, 792
Kansas	(*)	(*)	(†)	15, 000	15, 000
Kentucky	(*)	(*)	(†)	16, 213	16, 213
Louisiana	(*)	(*)	(†)	6, 152	6, 152
Maine	(*)	(*)	(†)	2, 140	2, 140
Maryland	(*)	(*)	(†)	545	545
Massachusetts	(*)	(*)	(†)	25, 124	25, 124
Michigan	(*)	(*)	(†)	20, 880	20, 880
Minnesota	(*)	(*)	(†)	20, 180	20, 180
Mississippi	(*)	(*)	(†)	15, 323	15, 323
Missouri	(*)	(*)	(†)	17, 517	17, 517
Montana	(*)	(*)	(†)	10, 546	10, 546
Nebraska	(*)	(*)	(†)	9, 758	9, 758
Nevada	(*)	(*)	(†)	6, 907	6, 907
New Hampshire	(*)	(*)	(†)	523	523
New Jersey	(*)	(*)	(†)	29, 446	29, 446
New Mexico	(*)	(*)	(†)	1, 436	1, 436
New York	(*)	(*)	(†)	21, 673	21, 673
North Carolina	(*)	(*)	(†)	20, 296	20, 296
North Dakota	(*)	(*)	(†)	2, 100	2, 100
Ohio	(*)	(*)	(†)	30, 900	30, 900
Oklahoma	(*)	(*)	(†)	11, 179	11, 179
Oregon	(*)	(*)	(†)	15, 348	15, 348
Pennsylvania	(*)	(*)	(†)	4, 773	4, 773
Rhode Island	(*)	(*)	(†)	11, 799	11, 799
South Carolina	(*)	(*)	(†)	17, 119	17, 119
South Dakota	(*)	(*)	(†)	5, 306	5, 306
Tennessee	(*)	(*)	(†)	2, 870	2, 870
Texas	(*)	(*)	(†)	17, 545	17, 545
Utah	(*)	(*)	(†)	12, 500	12, 500
Vermont	(*)	(*)	(†)	3, 225	3, 225
Virginia	(*)	(*)	(†)	217	217

See footnotes at end of table.

Table 12.—**Number of employees and expenditures for State administration of Public Law 85–926, as amended (Grants for Preparation of Professional Personnel in the Education of Handicapped Children: Fiscal year 1968)**—Continued

State	Number of State agency employees [1]		Administrative expenditures, by source of funds		Total administrative expenditures (cols. 4+5)
	Professional	Nonprofessional	State	Federal	
(1)	(2)	(3)	(4)	(5)	(6)
Washington	(*)	(*)	(†)	5, 743	5, 743
West Virginia	(*)	(*)	(†)	11, 943	11, 943
Wisconsin	(*)	(*)	(†)	19, 391	19, 391
Wyoming	(*)	(*)	(†)	1, 280	1, 280
Total, outlying areas	(*)	(*)	(†)	29, 829	29, 829
American Samoa	(†)	(†)	(†)	(†)	(†)
Canal Zone	(†)	(†)	(†)	(†)	(†)
Guam	(*)	(*)	(†)	4, 323	4, 323
Puerto Rico	(*)	(*)	(†)	16, 006	16, 006
Trust Territory, Pacific Islands	(†)	(†)	(†)	(†)	(†)
Virgin Islands	(*)	(*)	(†)	9, 500	9, 500

*Not available. †Inapplicable.

[1] State agency staff positions (full-time equivalent) whether headquarters or regional, and whether or not currently filled as of June 30, 1968. Staff positions for the direct operation of any school, college, university, or similar direct service are excluded.

[2] Moneys expended or *obligated* out of Federal funds for fiscal year 1968

Program Summary—**Public Law 85–926, as amended (Grants for Preparation of Professional Personnel in the Education of Handicapped Children)**

Amount expended from Federal funds for State administration in fiscal year 1968	$711, 233
Amount expended from State funds for State administration in fiscal year 1968	(†)
Grand total	711, 233
Number of State agency employees engaged in program activities as of June 30, 1968: [1]	
Professional	(*)
Nonprofessional	(*)

*Not available. †Inapplicable.

[1] State agency staff positions (full-time equivalent) whether headquarters or regional, and whether or not currently filled as of June 30, 1968. Staff positions for the direct operation of any school, college, university, or similar direct service are excluded.

XI

Legislation.—Title III, Public Law 89–750—Adult Education Act of 1966, as amended.

Purpose.—To initiate, continue, and expand programs of instruction for individuals who have attained age 18 and whose inability to read and write the English language constitutes a substantial impairment of their ability to get or retain employment commensurate with their real ability.

Appropriation for fiscal year 1968.—$30,590,000.

Basis for allotments to States.—Ninety-eight percent of the sum allocated for grants to States is distributed among the 50 States and the District of Columbia, with a basic allotment of $100,000 to each and the remainder distributed on the basis of the estimated population aged 18 and over with less than six grades of school completed. Two percent is reserved for outlying areas.

Provision for State administration.—To participate under this title, a State must submit a plan to the U.S. Commissioner of Education through its State education agency. Federal funds expended under the State plan may be for administrative purposes.

Table 13.—Number of employees and expenditures for State administration of Title III, Public Law 89–750—Adult Education Act of 1966, as amended: Fiscal year 1968

State	Number of State agency employees [1]		Administrative expenditures, by source of funds		Total administrative expenditures (cols. 4+5)
	Professional	Nonprofessional	State	Federal	
(1)	(2)	(3)	(4)	(5)	(6)
Total	136. 1	104. 9	$531, 412	$2, 236, 631	$2, 768, 043
Total, 50 States and District of Columbia	131. 1	90. 9	517, 912	2, 221, 479	2, 739, 391
Alabama	2. 0	3. 0	5, 940	36, 115	42, 055
Alaska	1. 0	1. 0	2, 839	25, 556	28, 395
Arizona	2. 9	4. 0	(*)	(*)	(*)
Arkansas	3. 0	2. 0	18, 026	31, 395	49, 421
California	4. 6	2. 8	0	138, 161	138, 161
Colorado	3. 0	1. 5	5, 568	31, 936	37, 504
Connecticut	2. 0	1. 0	19, 438	47, 256	66, 694
Delaware	1. 0	2. 0	16, 890	8, 614	25, 504
District of Columbia	1. 0	2. 0	8, 680	59, 665	68, 345
Florida	6. 5	6. 0	10, 964	96, 812	107, 776
Georgia	4. 0	3. 0	5, 623	50, 600	56, 223
Hawaii	. 9	. 9	22, 036	54, 016	76, 052
Idaho	1. 0	0	1, 497	14, 965	16, 462
Illinois	4. 0	6. 0	99, 380	710	100, 090
Indiana	1. 0	1. 5	4, 048	36, 432	40, 480
Iowa	3. 0	1. 0	0	62, 892	62, 892
Kansas	1. 5	2. 0	2, 267	20, 395	22, 662
Kentucky	5. 0	2. 0	8, 333	74, 963	83, 296
Louisiana	8. 0	3. 0	0	144, 493	144, 493
Maine	1. 0	1. 0	1, 922	19, 214	21, 136
Maryland	1. 5	3. 0	(*)	(*)	(*)
Massachusetts	3. 0	2. 0	23, 078	63, 507	86, 585
Michigan	4. 0	2. 0	0	91, 592	91, 592
Minnesota	2. 0	0	0	21, 922	21, 922
Mississippi	2. 6	2. 0	4, 716	42, 447	47, 163
Missouri	1. 3	1. 5	6, 218	53, 937	60, 155
Montana	. 5	. 6	1, 455	12, 227	13, 682
Nebraska	1. 0	0	544	4, 896	5, 440
Nevada	1. 1	. 5	9, 497	12, 379	21, 876
New Hampshire	1. 0	1. 0	2, 211	19, 898	22, 109
New Jersey	2. 0	2. 0	0	64, 549	64, 549
New Mexico	2. 0	1. 0	3, 880	34, 924	38, 804
New York	7. 0	5. 0	0	190, 325	190, 325
North Carolina	4. 0	3. 0	21, 564	175, 746	197, 310
North Dakota [2]	2. 0	0	3, 758	33, 820	37, 578
Ohio	2. 5	1. 0	0	46, 744	46, 744
Oklahoma	1. 0	1. 0	4, 376	21, 544	25, 920
Oregon	. 3	0	8, 955	12, 779	21, 734
Pennsylvania	4. 0	3. 0	6, 225	56, 024	62, 249
Rhode Island	1. 0	1. 0	(*)	(*)	(*)
South Carolina	10. 0	4. 0	115, 275	22, 363	137, 638
South Dakota	1. 0	0	2, 420	21, 161	23, 581
Tennessee	4. 0	2. 6	6, 748	60, 735	67, 483
Texas	5. 0	2. 0	5, 964	72, 626	78, 590
Utah	1. 0	1. 0	0	15, 909	15, 909
Vermont	1. 5	1. 0	17, 494	7, 118	24, 612
Virginia	1. 4	2. 0	3, 007	27, 066	30, 073
Washington	1. 0	2. 0	7, 221	41, 347	48, 568
West Virginia	4. 0	0	28, 112	1, 832	29, 944
Wisconsin [2]	1. 0	0	1, 743	15, 687	17, 430

See footnotes at end of table.

Table 13.—**Number of employees and expenditures for State administration of Title III, Public Law 89–750—Adult Education Act of 1966, as amended: Fiscal year 1968**—Continued

State	Number of State agency employees [1]		Administrative expenditures, by source of funds		Total administrative expenditures (cols. 4+5)
	Professional	Nonprofessional	State	Federal	
(1)	(2)	(3)	(4)	(5)	(6)
Wyoming	1.0	1.0	0	22,185	22,185
Total, outlying areas	5.0	14.0	13,500	15,152	28,652
American Samoa	(*)	(*)	(*)	(*)	(*)
Canal Zone	(†)	(†)	(†)	(†)	(†)
Guam	1.0	1.0	9,618	9,034	18,652
Puerto Rico	2.0	11.0	(*)	(*)	(*)
Trust Territory, Pacific Islands	(*)	(*)	(*)	(*)	(*)
Virgin Islands	2.0	2.0	3,882	6,118	10,000

*Not available. †Inapplicable.

[1] State agency staff positions (full-time equivalent) whether headquarters or regional, and whether or not currently filled as of June 30, 1968. Staff positions for the direct operation of any school, college, university, or similar direct service are excluded.

[2] State department of education does not administer program.

Program Summary—**Title III, Public Law 89–750—Adult Education Act of 1966, as amended**

Amount expended from Federal funds for State administration in fiscal year 1968	$2,236,631
Amount expended from State funds for State administration in fiscal year 1968	531,412
Grand total	2,768,043
Number of State agency employees engaged in program activities as of June 30, 1968: [1]	
Professional	136.1
Nonprofessional	104.9

[1] State agency staff positions (full-time equivalent) whether headquarters or regional, and whether or not currently filled as of June 30, 1968. Staff positions for the direct operation of any school, college, university, or similar direct service are excluded.

XII

Legislation.—Manpower Development and Training Act of 1962, as amended.

Purpose.—To appraise manpower requirements and resources of the Nation and develop and apply information and methods needed to deal with problems of unemployment resulting from automation, technological change, and other types of persistent unemployment.

Allocation for fiscal year 1968.[1]—$112,516,000 for institutional training programs; $8 million for State supervision and administration.

Basis for allotments to States.—Within budget estimates approved by the State agency (the authorized State vocational education agency designated in the agreement) and the U.S. Commissioner of Education, the State agency is paid the applicable percentage of the allowable costs incurred in connection with training projects. Federal payments are computed on the basis of the percentage requirement in effect at the time a program is approved. Subject to the maximum Federal commitment under law, the Federal share of all allowable costs incurred in connection with training provided under each project was to be (1) prior to July 1, 1966, 100 percent of the allowable costs which are attributable to the training of unemployed referred persons and (2) thereafter, 90 percent of the allowable costs which are so attributable. The non-Federal share may be on a statewide basis and may be in cash or in kind, fairly evaluated, including but not limited to plant, equipment, and services whether derived from State sources or donated by public or private agencies, institutions or organizations, or any other source.

Provision for State administration.—Congress appropriates money to the Department of Labor, which transfers the funds to the Office of Education. The Office of Education pays the State agency if the project is under State jurisdiction, or a private training organization if the work is being done on contract. An overall budget estimate covering the cost of State administration and of supervision of the training program within the State under the agreement must be separately prepared and submitted to the Commissioner of Education for approval. Subject to the maximum Federal commitment under law, the Federal share of allowable costs incurred in connection with the State agency's administration and supervision of the program was to be (1) prior to July 1, 1966, 100 percent of the total allowable costs of such administration and supervision, and (2) thereafter 90 percent of such allowable costs. The non-Federal share for institutional training is applicable under this part.

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[1] Amounts represent sums transferred from U.S. Department of Labor appropriations.

Table 14.—**Number of employees and expenditures for State administration of the Manpower Development and Training Act of 1962, as amended: Fiscal year 1968**

State	Number of State agency employees [1]		Administrative expenditures, by source of funds		Total administrative expenditures (cols. 4+5)
	Professional	Nonprofessional	State	Federal	
(1)	(2)	(3)	(4)	(5)	(6)
Total	398.3	355.2	$365,931	$4,186,993	$4,552,924
Total, 50 States and District of Columbia	397.3	353.2	363,393	4,164,152	4,527,545
Alabama	13.0	17.0	18,174	163,568	181,742
Alaska	(*)	(*)	(*)	(*)	(*)
Arizona	6.0	6.0	1,048	105,507	106,555
Arkansas	8.0	11.0	9,630	96,617	106,247
California	(*)	(*)	(*)	(*)	(*)
Colorado [2]	(*)	(*)	(*)	(*)	(*)
Connecticut	5.1	8.1	0	168,330	168,330
Delaware	(*)	(*)	(*)	(*)	(*)
District of Columbia	6.0	6.0	30,765	244,500	275,265
Florida	14.0	16.0	5,561	144,916	150,477
Georgia	18.5	18.5	16,777	150,239	167,016
Hawaii	11.0	11.0	11,365	102,290	113,655
Idaho	13.2	9.0	6,781	37,151	43,932
Illinois	14.0	9.0	30,601	274,547	305,148
Indiana [2]	4.0	11.0	0	30,615	30,615
Iowa	(*)	(*)	(*)	(*)	(*)
Kansas [2]	(*)	(*)	(*)	(*)	(*)
Kentucky	(*)	(*)	8,149	73,338	81,487
Louisiana	14.0	15.0	26,276	111,129	137,405
Maine	8.0	4.0	5,730	51,571	57,301
Maryland	5.1	8.1	6,945	62,501	69,446
Massachusetts	(*)	(*)	(*)	(*)	(*)
Michigan	(*)	(*)	(*)	(*)	(*)
Minnesota	3.0	8.0	11,274	163,650	174,924
Mississippi	2.0	2.0	16,859	144,138	160,997
Missouri	9.0	7.0	10,403	55,550	65,953
Montana	(*)	(*)	(*)	(*)	(*)
Nebraska	6.0	8.0	10,540	58,595	69,135
Nevada	(*)	(*)	(*)	(*)	(*)
New Hampshire	4.0	4.0	3,533	31,778	35,311
New Jersey	17.0	15.0	17,648	158,836	176,484
New Mexico	6.2	10.0	2,838	82,673	85,511
New York	(*)	(*)	(*)	(*)	(*)
North Carolina	12.0	12.0	9,626	86,631	96,257
North Dakota	11.5	3.5	4,410	38,244	42,654
Ohio	19.0	16.5	4,402	170,989	175,391
Oklahoma [2]	12.0	6.0	0	92,545	92,545
Oregon	11.0	9.0	0	85,586	85,586
Pennsylvania	22.0	12.0	21,773	205,494	227,267
Rhode Island	8.0	8.0	6,000	76,508	82,508
South Carolina	24.0	14.0	23,236	218,433	241,669
South Dakota	4.0	3.5	0	26,532	26,532

See footnotes at end of table.

Table 14.—Number of employees and expenditures for State administration of the Manpower Development and Training Act of 1962, as amended: Fiscal year 1968—Continued

State	Number of State agency employees [1]		Administrative expenditures, by source of funds		Total administrative expenditures (cols. 4+5)
	Professional	Nonprofessional	State	Federal	
(1)	(2)	(3)	(4)	(5)	(6)
Tennessee	30. 0	19. 0	23, 451	211, 058	234, 509
Texas	20. 0	10. 0	0	208, 956	208, 956
Utah	3. 1	4. 0	2, 890	25, 227	28, 117
Vermont	5. 6	5. 0	2, 422	21, 800	24, 222
Virginia	8. 0	8. 0	7, 220	77, 446	84, 666
Washington [2]	(*)	(*)	(*)	(*)	(*)
West Virginia	7. 0	7. 0	7, 066	63, 593	70, 659
Wisconsin [2]	6. 0	7. 0	0	20, 884	20, 884
Wyoming	4. 0	5. 0	0	22, 187	22, 187
Total, outlying areas	1. 0	2. 0	2, 538	22, 841	25, 379
American Samoa	(†)	(†)	(†)	(†)	(†)
Canal Zone	(†)	(†)	(†)	(†)	(†)
Guam	1. 0	2. 0	2, 538	22, 841	25, 379
Puerto Rico	(*)	(*)	(*)	(*)	(*)
Trust Territory, Pacific Islands	(†)	(*)	(†)	(†)	(†)
Virgin Islands	(*)	(*)	(*)	(*)	(*)

*Not available. †Inapplicable.

[1] State agency staff positions (full-time equivalent) whether headquarters or regional, and whether or not currently filled as of June 30, 1968. Staff positions for the direct operation of any school, college, university, or similar direct service are excluded.

[2] State department of education does not administer program.

Program Summary—Manpower Development and Training Act of 1962, as amended

Amount expended from Federal funds for State administration in fiscal year 1968	$4, 186, 993
Amount expended from State funds for State administration in fiscal year 1968	365, 931
Grand total	4, 552, 924

Number of State agency employees engaged in program activities as of June 30, 1968: [1]

Professional	398.3
Nonprofessional	355.2

[1] State agency staff positions (full-time equivalent) whether headquarters or regional, and whether or not currently filled as of June 30, 1968. Staff positions for the direct operation of any school, college, university, or similar direct service are excluded.

Table 15.—**Summary: State department of education (SDE) administration of Federal programs analyzed: Fiscal year 1968** [1]

Federal program (1)	Number of States in which SDE administers the program (2)	Number of SDE employees engaged in program: Professional (3)	Number of SDE employees engaged in program: Nonprofessional (4)	Expenditures for SDE administration of program, by source of funds: State (5)	Expenditures for SDE administration of program, by source of funds: Federal (6)	Total expenditures for SDE administration of programs (cols. 5+6) (7)
Total	(†)	3, 462. 2	3, 345. 7	$21, 022, 944	$73, 986, 816	$99, 401, 984
Vocational rehabilitation	36	307. 5	601. 5	2, 493, 514	7, 486, 436	9, 979, 950
Vocational education	48	(*)	(*)	14, 232, 040	15, 756, 943	29, 988, 983
Title III, NDEA	55	292. 4	235. 9	2, 695, 712	1, 868, 604.	4, 564, 316
Title V–A, NDEA	54	207. 4	189. 9	(*)	(*)	4, 392, 224
Title I, ESEA	55	658. 9	555. 7	(†)	11, 814, 987	11, 814, 987
Title II, ESEA	56	152. 0	193. 9	(†)	4, 042, 604	4, 042, 604
Title V, Section 503, ESEA	56	1, 140. 8	985. 3	(†)	23, 687, 896	23, 687, 896
Library services and construction	18	66. 5	71. 4	709, 836	647, 285	1, 357, 121
Civil Defense (adult education)	47	127. 3	76. 0	(†)	1, 740, 755	1, 740, 755
Public Law 85–926 (training personnel, education of the handicapped)	54	(*)	(*)	(†)	711, 233	711, 233
Title III, AEA	54	133. 1	104. 9	525, 911	2, 187, 124	2, 713, 035
Manpower development and training	48	376. 3	331. 2	365, 931	4, 042, 949	4, 408, 880

*Not available. †Inapplicable.

[1] This table is limited to information on programs administered by State departments of education. Consequently, the totals for individual programs are not necessarily the same as the totals for the separate program tables. Some data were not available in most programs, so the totals for this table are incomplete.

Federal programs in relation to all operations of State departments reporting.—Federal funds for the programs analyzed in this chapter ranged from 11 percent to over 60 percent of the total administrative expenditures for State departments of education in 28 States for which resource data for fiscal year 1968 have been supplied (see table 16). The average was 29.8 percent; that is, more than $1 in every $4 spent for State administration was for conducting the Federal programs. When the matching provisions of some of the programs are considered, it is evident that about $1 in every $3 spent by State departments of education was used for this purpose.

Total impact of Federal programs on State departments of education.—The criteria employed in identifying and briefly analyzing the Federal programs treated in this chapter do not reveal the entire impact of Federal legislation for education on State departments of education. The following programs and service areas, although the list is not complete, will give some indication of the kinds of other activities in which State departments of education are engaged as a direct consequence of Federal legislation:

civil rights;
comprehensive city demonstration projects;
crippled children's services;
cooperative research and development projects;
educational television;
various higher education programs;
Indian education;
mental health programs and services;
old age and survivors' insurance;
disability determinations;
school construction in federally affected areas;
school lunch program;
school operation and maintenance in federally affected areas;
services for the blind;
special milk program;
State research coordination for vocational and technical education;
surplus agricultural commodities program;
surplus property program;
veterans' education.

Some of these programs and service areas draw heavily upon the resources of State departments of education. This study does not undertake to set forth quantitative data on the impact of these Federal programs, but it is now quite evident that there are few employees of State departments of education who are not in some way touched by one or more Federal programs. In many of the smaller States there are almost as many Federal programs and service areas that could draw upon the resources of State departments of education as there are professional employees in these departments.

Table 16.—**State administration: Expenditures and personnel of State education agencies for 28 States: Fiscal year 1968**

State	Total expenditures for State education agency administration	Federal share		Number of employees [2]
		Amount [1]	Percent	
(1)	(2)	(3)	(4)	(5)
Total, 28 States	$129,637,706	$38,678,628	29.8	11,279
Alabama	3,478,518	2,118,155	60.9	317
Alaska	1,462,036	455,516	31.2	88
Arkansas	2,539,612	1,211,414	47.7	276
California	28,828,547	5,265,443	18.3	2,004
Connecticut	3,878,535	1,171,981	30.2	318
Georgia	9,153,584	2,726,925	29.8	857
Idaho	1,002,127	527,864	52.7	84
Illinois	8,646,628	2,561,887	29.6	756
Indiana	2,001,275	722,918	36.1	243
Iowa	3,063,357	1,182,739	38.6	318
Kansas	1,723,136	604,443	35.1	152
Louisiana	5,293,808	1,864,307	35.2	550
Massachusetts	7,036,547	1,302,574	18.5	513
Missouri	3,243,674	1,558,921	48.1	300
Montana	1,628,984	595,113	36.5	129
Nebraska	1,303,236	766,359	58.8	142
New Hampshire	985,399	524,392	53.2	113
New Mexico	2,274,617	716,182	31.5	233
North Carolina	7,345,734	1,833,480	25.0	640
Ohio	6,409,184	2,858,658	44.6	535
Oklahoma	2,096,266	733,399	35.0	208
Pennsylvania	10,648,500	3,443,303	32.3	1,226
Rhode Island	1,805,609	629,117	34.8	229
Vermont	1,152,191	500,508	43.4	102
Virginia	6,403,005	707,172	11.0	385
Washington	2,994,727	778,086	26.0	221
West Virginia	1,945,211	778,460	40.0	200
Wyoming	1,293,659	539,312	41.7	140

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[1] Some program data were not available for most States, so the totals in this column are in some instances incomplete.

[2] State agency staff positions (full-time equivalent) whether headquarters or regional, and whether or not currently filled as of June 30, 1968. Staff positions for the direct operation of any school, college, university, or similar direct service are excluded.

Appendix A

STATE-BY-STATE ANNUAL REPORTS UNDER TITLE V, SECTION 503, FISCAL YEAR 1968

Alabama

ANNUAL REPORT UNDER TITLE V, SECTION 503, FISCAL YEAR 1968

State educational agency.—State of Alabama Department of Education.

Funds expended or obligated.—$384,223.44.

Staff engaged, by number of positions.—26.5 professional; 24.2 nonprofessional.

Distribution of pupil enrollment and school districts served, by enrollment size of districts.—

Enrollment size of districts	Number of districts	Number of pupils enrolled
25,000 or more pupils	5	283, 797
12,000 to 24,999	6	79, 370
6,000 to 11,999	27	211, 832
3,000 to 5,999	44	187, 900
1,800 to 2,999	21	51, 104
600 to 1,799	15	19, 746
300 to 599	1	511
Under 300		
Total	119	834, 260

Projects.—

Research and Higher Education

Total funds: $38,825; staff: 3 professional and 3.2 nonprofessional.

The establishment of the Division of Research and Higher Education has enabled the State Department of Education to greatly expand services to institutions of higher education, and in particular the Alabama State junior colleges. Some of the major activities consisted of the collection and dissemination of data relating to higher education, the coordination of comprehensive student financial aid programs, the publication of research studies in the State, the expansion of courses in junior colleges, the completion of a salary study of 4-year colleges in the State, and the publication of a weekly intradepartmental newsletter, the SDE News.

English Consultative Service

Total funds: $30,326; staff: 3 professional and 2 nonprofessional.

The need for improvement of the communicative arts and skills as represented by English, speech, and drama has been drawn to the attention of educators and the general public. A consultant in speech and drama has been added to the staff. Speech and drama have been divided into three areas of concern: (1) curriculum development, (2) teacher training, and (3) inservice work with teachers. A workshop in choral speaking and speech improvement for junior and senior high school teachers was held. Two statewide workshops, in cooperation with the Alabama Council of Teachers of English, were held with high school principals and English teachers to implement the improvement of English teaching. Inservice programs are providing a continuation of work with English teachers with local systems. The channel of communication with local teachers of English is greatly implemented by a newsletter.

Special Education for the Handicapped

Total funds: $22,447; staff: 2 professional and 1 nonprofessional.

The evaluation of pupils in the program of Special Education for the Handicapped has improved significantly. The psychologists have increased the amount of services rendered. Psychological reports on each of the students have improved, giving more information in order to help teachers plan each child's work to meet his needs, abilities, and interest. Parents have received more counseling to help them to better understand the problems of the handicapped child.

Expansion of Elementary Education

Total funds: $56,746; staff: 3 professional and 2 nonprofessional.

The Division of Elementary Education has increased its effectiveness in the areas of social studies, and overall curriculum development during the past year. The program for the accreditation of elementary schools has been expanded with one entire system being accredited. The increase in the effectiveness of the work is due primarily to the fact that the supervisors employed 2 years ago have grown in the ability to understand what to do and how to work in the school systems of the State. Staff members have become better acquainted with their opportunities and responsibilities for working with college personnel in the improvement of programs of teacher education in the teacher education institutions. Workshops have been better planned and have been administered more effectively than at any time in recent years.

Expansion of Secondary Education

Total funds: $53,563; staff: 3 professional and 2 nonprofessional.

The addition of fine arts services which were not available before has added prestige to the division. A tentative curriculum guide for art, grades 1 to 12, has been developed. Also a materials source for art has been developed. A choral techniques and general music workshop was held for junior high school music teachers. Not only have additional art teachers been hired during this period but also new music programs have been added as a result of the consultants. Several percussion clinics have been held throughout the State under the leadership of one of the music consultants. One special countywide band and choral festival was held during the year.

Upgrading Data Processing Section

Total funds: $18,601; staff: 4 nonprofessional.

A system 360 computer, model 40, with five model 2311 disk drives was installed on April 16, 1968. The major task of program conversion, including system design to use the capability of the system was begun in August 1967. Program conversion has been completed for the Teacher Certification Institute Record, textbook requisitions, school and career data, statistical reporting for vocational rehabilitation, and part of the annual report data for professional personnel.

Improving School Lunch Program

Total funds: $17,115; staff: 1 professional and 1 nonprofessional.

The additional personnel has improved the relationship between the State Department of Education and local school systems. This project continues to make available to county and city school systems services that were not previously provided, but with the best of effort do not yet reach the desired amount. The State supervisor has been relieved of some field visits which has made possible the use of more time of administrative matters in the central office. The person working on this project assumes the major responsibility for distribution of U.S. Department of Agriculture donated commodities.

Improving Pupil Transportation

Total funds: $39,002; staff: 3 professional and 1 nonprofessional.

Schoolbus driver training and safety in the operation of schoolbuses have received particular emphasis this year. Specifications for implementing safety in schoolbus equipment was given greater attention this year than ever before, and as a result, schoolbus equipment coming into the State has more safety as well as greater strength, which lends to greater durability. The screening and training of bus drivers continues to require leadership at the State level. Considerable time was given to the enrichment of training materials and better equipment to be used in providing assistance to the local boards of education. Greater emphasis at the State level was placed on the training of administrators and transportation supervisors in the organization of schoolbus systems that would operate more safely, efficiently and economically.

Department of Education Leadership Program

Total funds: $64,996; staff: 2 nonprofessional.

The study of the State Department of Education organization involves three phases: (1) A study of the State board policies; (2) a study of the organization of the State Department of Education; and (3) a study of data processing of the department. The study on policies has been completed, the minutes have been read, and the policies abstracted. The format of a policy handbook has been designed, and recommendations on policies will be submitted the State Superintendent of Education. The firm

Peat, Marwick, Mitchell, & Co. has been engaged to design a management information system for the State Department of Education. This involves planning the design of the accounting system and a study of the forms and reports that are generated by the State Department of Education.

Expansion of Graphic Arts Section

Total funds: $6,649; staff: 2 nonprofessional.

The duplicating output volume has been increased with services provided on a more current demand basis. Additional services have been offered the department such as faster service on rush materials, duplication from original copy without mimeograph stencils, maintaining addressing service, provide typed copy and heads for offset duplication. The demand for services provided by this section is still greater than can be provided. Additional funds for personnel is the greatest problem.

Improvement of Statistical Services

Total funds: $61,738; staff: 5 professional and 3 nonprofessional.

The system 360 computer has been installed and the task of program conversion, including system design to use the capability of the system was continued. Some program conversions have been completed with information on disks for random access. Reporting forms for the use of agencies reporting to the State Department of Education are in the process of being revised so that more comprehensive, current information may be available in a more concise form. More accurate and current data are available, but the major benefits will be realized as the capability of the computer system is utilized.

Supervisory and Related Services

Total funds: $85,233; staff: 7 professional.

The activities conducted in each subject area included are extensions of activities carried out under the NDEA, Title III program. All personnel involved here were previously NDEA, Title III supervisory personnel. Specialized secondary education supervisors are almost nonexistent in the State at the local level and this requires that supervisors work directly with teachers in order to overcome this deficiency.

Expansion of School Plans and Surveys

Total funds: $2,109; staff: 1 professional.

The Alabama State Department of Education is required to make surveys for county and city school systems regarding school sites and facilities, and to make recommendations concerning consolidation of schools, new schools, and repair and maintenance of school facilities. Additional funds are needed for personnel and for travel in order to meet current demands in this area.

Summary

Nine of the 13 projects funded under Title V, section 503, in fiscal year 1968 were continued from fiscal year 1967. Personnel have been added to the department whose services to local boards of education are having a profound effect. New equipment has enabled the graphic arts section and other sections to better serve the personnel within the department. A study of the State Department is expected to have far-reaching effects upon education in the State.

Alaska

ANNUAL REPORT UNDER TITLE V, SECTION 503, FISCAL YEAR 1968

State educational agency.—State of Alaska Department of Education.

Funds expended or obligated.—$171,118.

Staff engaged, by number of positions.—3.6 professional; and 4.6 nonprofessional.

Distribution of pupil enrollment and school districts served, by enrollment size of districts.—

Enrollment size of districts	Number of districts	Number of pupils enrolled
25,000 or more pupils		
12,000 to 24,999	2	36,100
6,000 to 11,999	1	6,997
3,000 to 5,999	2	6,651
1,800 to 2,999	1	2,519
600 to 1,799	4	5,857
300 to 599	4	2,003
Under 300	14	1,934
Total	28	62,061

Projects.—

Strengthening and Improving Curriculum and Consultative Services

Total funds: $88,218; staff: 2.5 professional and 1.8 nonprofessional.

The Division of Instructional Services has filled the position in the secondary consultant area to provide leadership, especially in revision of the secondary education manual, and provide technical assistance to the school districts.

Uniform Information System

Total funds: $79,500; staff: 1.1 professional and 2.8 nonprofessional.

The project assisted local school districts with assistance in developing accounting systems for finance, property, pupils, staff, and other educational data. Specific activities carried out this fiscal year were:

1. Initiation of a pupil information study for computer application.
2. Initiation of a teacher information bank for computer application.
3. Improved format for financial accounting.
4. General information system development.

Arizona

ANNUAL REPORT UNDER TITLE V, SECTION 503, FISCAL YEAR 1968

State educational agency.—Arizona State Department of Public Instruction.

Funds expended or obligated.—$300,571.

Staff engaged, by number of positions.—1 professional; 1 nonprofessional.

Distribution of pupil enrollment and school districts served, by enrollment size of districts.—

Enrollment size of districts	Number of districts	Number of pupils enrolled
25,000 or more pupils	3	104, 048
12,000 to 24,999	2	32, 501
6,000 to 11,999	10	90, 145
3,000 to 5,999	10	47, 077
1,800 to 2,999	21	52, 431
600 to 1,799	43	43, 859
300 to 599	34	15, 013
Under 300	124	10, 743
Total	247	395, 817

Project.—

Study, Planning, Developing, and Evaluating the State Agency

Total funds: $40,350; staff: 1 professional and 1 nonprofessional.

The creation and support for the office of the assistant superintendent for administration whose primary responsibility is to develop proper employment procedures, establish a salary schedule, time and effort analysis to be incorporated into the SEA personnel handbook.

Leadership, Consultative, and Technical Services to Local Education Agencies

Total funds: $104,789; staff: 5.1 professional and 4 nonprofessional.

Under the direction of the assistant superintendent for curriculum, this project supported special subject area consultants who held workshops for LEA's, produced education bulletins of accepted methods, and innovative programs to all district schools.

Strengthening Internal and Statistical Services

Total funds: $155,431; staff: 1 professional and 9 nonprofessional.

Under the direction of the director of research and finance, the project supported activities to standardize all fiscal procedures within the SEA, furnish reproduction services to the department, complete the School Finance Handbook, and provide statistical and data processing services for dissemination to all educators, taxpayers, and legislators within the State.

Arkansas

ANNUAL REPORT UNDER TITLE V, SECTION 503, FISCAL YEAR 1968

State educational agency.—Arkansas State Department of Education.

Funds expended or obligated.—$303,148.

Staff engaged, by number of positions.—14 professional; 6 nonprofessional.

Distribution of pupil enrollment and school districts served, by enrollment size of districts.—

Enrollment size of districts	Number of districts	Number of pupils enrolled
25,000 or more pupils		
12,000 to 24,999	4	73, 887
6,000 to 11,999	8	56, 015
3,000 to 5,999	12	47, 121
1,800 to 2,999	27	63, 211
600 to 1,799	113	120, 374
300 to 599	142	60, 755
Under 300	96	18, 628
Total	402	439, 991

Elementary Education

Total funds: $47,834; staff: 3 professional and 1 nonprofessional.

Sponsored two 3-week workshops in elementary school leadership attended by 80 elementary school principals. Held several area meetings for elementary school principals to upgrade supervision and administration; over 300 elementary school principals actively participated. Each of the 824 elementary schools of the State were visited at least once during the year for accreditation and general evaluation purposes. Held two statewide conferences on early childhood education to acquaint key educational leaders with the need for kindergarten in Arkansas.

School Plant and Related Services

Total funds: $13,530; staff: 1 professional.

Expanded services in the areas of school facilities, school plant planning, and school maintenance and custodial services. Handbooks in school plant planning and relocatable buildings were published and distributed. Work was continued on a custodial services handbook.

Internal Administration and Supporting Services

Total funds: $135,742; staff: 4 professional and 2 nonprofessional.

Operated a data processing center, paying for the rental of computer systems and providing staff to perform professional and technical statistical and data processing services. The applications now performed by the data center include minimum foundation aid and transportation aid allotments, vocational education quarterly reimbursements, State appropriations summary and quarterly allotments, and department payroll, travel allotments, staff positions control, and equipment inventory.

Art, Music, Health, and Physical Education

Total funds: $64,717; staff: 4 professional (2 in Art, 1 in Music, and 1 in Physical Education) and 2 nonprofessional.

Art.—Continued use of the artmobile; distributed 3,000 copies of a curriculum guide for art at the elementary level; held 30 workshops for elementary teachers to improve the quality of art instruction; and purchased film on art for use in art workshops and artmobile presentations.

Music.—Continued consultative and technical services in music to the school districts of the State, grades 1 to 12; distributed music guide for elementary schools; distributed other music materials including school music program evaluation guide, suggested criteria for selecting music books, outline for curriculum development in music education, a State directory of music educators, and a quarterly music publication, *The Music Score.*

Physical Education.—Obtained health and physical education materials for the professional library; maintained liaison with the Lifetime Sports Clinic; distributed elementary physical education guidebook; and assisted many local school districts with inservice workshops in health and physical education.

Modern Foreign Languages and Mathematics

Total funds: $41,325; staff: 2 professional (1 in Modern Foreign Languages and 1 in Mathematics) and 1 nonprofessional.

Modern Foreign Languages.—Continued area and State workshops; worked closely with State colleges and regional and national associations in the development of foreign language programs and projects for teacher improvement; distributed pertinent publications and instructional materials to modern foreign language teachers of the State.

Mathematics.—Cooperated with a committee of the Arkansas Council of Teachers of Mathematics in: the preparation of a first draft of "Guidelines for Teaching General Mathematics," the publication of two newsletters and a bulletin, the promotion of two statewide workshops and a regional meeting of the NCTM. Completed State survey on: qualifications of mathematics teachers, enrollment in mathematics courses, and degree of experimentation in mathematics education. Provided consultative services and speakers at 11 meetings attended by approximately 1,000 persons.

Summary

Over the period of Title V, section 503 grants, program funds have been employed largely for providing instructional services to local educational agencies and for strengthening departmental data processing and statistical services. In fiscal year 1968, most of the project activities were continued from fiscal year 1967, the exceptions being those activities transferred to Title V which were formerly funded under Titles III and X, section 1009, of NDEA.

California

ANNUAL REPORT UNDER TITLE V, SECTION 503, FISCAL YEAR 1968

State educational agency.—State of California Department of Education.

Funds expended or obligated.—$1,738,654.

Staff engaged, by number of positions.—37.5 professional and 39.1 nonprofessional.

Distribution of pupil enrollment and school districts served, by enrollment size of districts.—

Enrollment size of districts	Number of districts	Number of pupils enrolled
25,000 or more pupils	26	1, 787, 534
12,000 to 24,999	56	871, 288
6,000 to 11,999	105	879, 854
3,000 to 5,999	139	581, 288
1,800 to 2,999	95	219, 870
600 to 1,799	226	243, 854
300 to 599	159	67, 859
Under 300	434	45, 309
Total	1, 240	4, 696, 856

Projects.—

Strengthening Administrative Services

Total funds: $56,773; staff: 2.6 professional and 4.3 nonprofessional.

Budgeting, and budget control throughout the year; establish accounting units and procedures for recording; provision for financial statements—for managerial use and for reporting as needed; screening and payment of bills, acquisition of goods, services, and equipment; receiving and shipping, mailing and duplicating; cashiering; confer with managers re status of projects and changes needed; editorial review of publications.

Data Processing/Management Information System

Total funds: $174,264; staff: 5 professional and 4 nonprofessional.

The study for the development of the department's Management Information Systm was completed and functional guidelines established to enable the Bureau to create the base for such a system.

The establishment of the concept, guidelines and detail design for the Management Information System has now set the stage for the 1968–69 project to implement this system. The systems analysis work required was quite lengthy and involved nearly the entire staff at one time or another over the course of a year.

The scope of the departmental systems study set a series of priorities which included as the first three, the textbooks, State testing, and enrollment studies.

Study to Develop Plans for In-Service Training of Staff

Total funds: $37,574; staff: 1 professional and 1.7 nonprofessional.

Departmental Training Advisory Committee.—The committee generated ideas as to new training approaches and provided support for the high level of meaningful training activity. Each committee member continued to perform an important function as a communications link between training staff and line managers throughout the department.

Survey of training needs.—During the year, we continued to informally assess our needs through the Training Advisory Committee and through individual contacts with program managers. Further plans were made and research was conducted for systematic study of individual and unit training needs at a later date.

Employee orientation.—A comprehensive orientation program for new employees throughout the department was designed, tested, and given approval up to the top level of management.

Specific training courses.—The final figures have not been tabulated, but it is estimated that there has been an increase of 75 to 80 percent of total staff time devoted to training during the fiscal year. Participation in established courses continued, particularly in the areas of driver and safety training, management development, and electronic data processing.

Program planning.—Long-range planning was initiated for new programs in the area of personnel exchange with other governmental agencies and for establishment of a program of doctoral intern training.

Program administration.—Work continued on refining report techniques and recordkeeping.

Innovation Exchange Program

Total funds: $1,645; staff: 0

Innovation exchange funds were used by the State Board of Education and the State Department of Education to finance the travel of Dr. Ellsworth Chunn to the National Association of State Textbooks Directors conference in Asheville, N.C. in July 1967.

A similar trip was made to Washington, D.C. by another consultant involved in the development of guidelines for instruction in the Bill of Rights.

Funds from this program were also used to hire a consultant to assist the department in the development of guidelines for the new Education Professions Development Act.

Out-of-State consultant services were also received from Robert W. Peebles of Pittsburgh, Pa., who was asked to appear before the State Board of Education to provide information and advice on specific areas requested by the board.

Junior College Advisory Panel

Total funds: $56,334; staff: 1 professional and 1.4 nonprofessional.

During this year the panel accomplished the following:

A. Devised a plan that set forth the standards of employment for certificated personnel in the junior colleges and organized a system to make it operational.

B. Instituted a credit-no-credit grading system so that students can conduct academic explorations without undue hardship.

C. Contracted to excerpt and organize those junior college provisions found in the Administrative Code, Title 5.

D. Through a number of meetings was instrumental in expediting the transfer of students from the junior colleges to the State colleges and university.

E. Conducted a series of meetings with the Board of Governors of the California Community Colleges that facilitated the transfer of responsibility for the 2-year institutions from the State Board of Education.

Program Planning Unit

Total funds: $178,323; staff: 6 professional and 4.1 nonprofessional.

Applications for 193 new Title III projects were reviewed after two submission deadlines.

Staff members from the unit participated in about 330 program and contract negotiations of Title III projects.

Program management in Title V, ESEA, was continued, leading to the coordination and submission of 115 applications for funding totaling $3,563,391.

The development of a general plan and uniform procedures for assessing educational needs was continued and reached a point where a pilot run of the plan can begin. The development of a general plan for program evaluation was begun. A model for educational decisionmaking was designed. Program budgeting was established for the unit.

The second year of operation of a Title III project to prepare educational planners in California was completed, bringing a total of 205 the number of professional educators from local educational agencies trained in the program. The Program Planning Unit under Title V was concluded on April 17, 1968, with the transfer of funding from Title V to Title III.

State Committee on Public Education

Total funds: $92,850; staff: 3 professional and 1.5 nonprofessional.

The major task of the State committee set up and staffed in connection with this project was to develop background information and recommendations for the use of the State Board of Education and the department staff in the formulation of long term plans and priorities basic to the strengthening and improvement of California's public school program. Members of the State board have reacted favorably to the report and to the recommendations made by the committee and it appears that the document, when it is available in printed form, will constitute a useful basis for decision making on the part of the State board. Certain of the recommendations have already resulted in action on the part of the State legislature.

School Planning Information Services

Total funds: $37,153; staff: 1 professional and 1 nonprofessional.

Output Data

A. Material prepared for publication and distribution:
   1. Cracks in the Belfry (a report on unsafe school buildings)
   2. California Small Schools

B. Material prepared for duplication and distribution:
   1. Survey Report on Structurally Unsafe Schools
   2. Facilities for the Educationally Handicapped
   3. Report on Pittsburgh's "Great High Schools" Program
   4. Report on New Haven's "Community School" Concept
   5. Report on the Nova "Educational Park" Concept
   6. School Facilities Evaluation Guide (short form)
   7. How Flexible Is Your School? (methods to evaluate flexibility)
   8. Fantasies and Facts about School Libraries
   9. Basic Planning Document—Elementary Schools

C. Miscellaneous material:
   1. Vu-graphs:
      a. Educationally Handicapped Program (series of seven)
      b. Continuation Education Program (series of seven)
      c. Civil Defense Design Studies (series of 13)
      d. School Library Design (series of 16)
      e. Six Basic Plan Concepts (series of seven)
      f. Gilroy High School (series of five)
   2. Photographs of outstanding schools (approximately 150)
   3. Color slides—35 mm. (approximately 300)

D. Continuation of Library maintenance and services

ESEA Title V Advanced Placement Programs

Total funds: $78,282; staff: 1 professional and 1 nonprofessional.

During 1967–68 a total of 23 workshop meetings were held in the Bay, Los Angeles, and Fresno areas, covering the subjects of history, mathematics, and English.

The committee's list of initial priority activities were to communicate to the field the interest of the State board and Superintendent of Public Instruction, attempt to gain an accurate picture of the status of advanced placement in California schools and colleges, develop a cadre of consultants who could encourage the development of the program throughout the State, ascertain what was being done in other States that have active programs in order that California might profit from the experiences, conduct extensive field work in California schools and colleges, and design conferences for active and potential advanced placement teachers in English, mathematics and American history. All these activities were carried out.

Development of Curriculum Framework in English

Total funds: $60,650; staff: 0.9 professional and 1.5 nonprofessional.

A. The production of the Preliminary Report of An English Language Framework for California Public Schools was completed in August 1967. Subsequently it was accepted and authorized for publication and distribution by the Curriculum Commission and the State Board of Education. After it had been edited and reedited, 60,000 copies were printed.

B. A new advisory committee was created in October 1967 to devise plans for helping districts to implement the suggestions in the framework.
   1. The publication and distribution among the county schools offices of the State of an annotated list of recommended films and video tapes that would be useful for inservice programs in English was completed in May 1968.
   2. After extensive planning and investigation, the Committee has undertaken the production of a 30-minute sound color film, intended to introduce teacher to the new English framework.

C. Another major activity made possible by this project has been an extensive and ongoing schedule of consulting and speaking engagements the project director, Mr. George Nemetz, has established for himself in the various areas of the State.

Science Curriculum Development and Instructional Improvement

Total funds: $35,803; staff: .2 professional; 1.4 nonprofessional.

This project is in specific support of the State Advisory Committee on Science Education which was appointed by the State Board of Education for the principal purpose of developing a framework for science education, grades K–12.

The several sections of the framework which were in various stages of planning and development at the beginning of the fiscal year were completed during 1967–68. Inservice preparation of teachers of science was completed. Emphasis was placed on developing and describing a system of curriculum development. It is described in terms of the selection and sequence of content, instructional media, learning theory, diagnosis and evaluation, and techniques. A bibliography was developed to support each section of the framework.

Implementation activities were started during 1966–67 and continued throughout 1967–68. The preliminary draft of the framework is being revised preparatory to printing and wide dissemination as a basis for more extensive implementation activities.

Development of Curriculum Framework in Social Sciences

Total funds: $79,917; staff: 1.2 professional and 1.4 nonprofessional.

The major activity consisted of the development and implementation of an effective operational system whereby the statewide Social Sciences Study Committee could efficiently perform the necessary tasks essential to the ultimate fulfillment of its assigned mission.

By early spring, a refined draft version of the K–12 framework was completed along with the disciplinary advisory panel reports on anthropology, economics, geography, improving teacher education in geography, history, political science, social psychology, and sociology.

A series of seven regional meetings were planned and executed to assure review and comment from the major geographical areas of the State.

Recommendations Relative to Instructional Television in California

Total funds: $31,894; staff: 0.8 professional and 0.5 nonprofessional.

A. Consulted with and advised the six regional television associations, the county superintendent of schools offices.

B. In cooperation with the Public School Instructional Television Committee considered and advised on problems related to coordination of programs and activities of associations.

C. Maintained close communication and liaison with the statewide Television Advisory Committee and television coordinator on proposed legislation, the orderly expansion and improvement of ETV broadcast facilities, the coordination between ITFS (2500 mHz.) and open-circuit, and channel allocations.

D. Worked in collaboration with the statewide county superintendents' Steering and Publications Committee, State curriculum consultants, and professional organizations on the relationship of instructional television to instructional technology and the integration of ITV into curriculum.

E. Prepared and distributed statewide the following publications:
   1. "Instructional Television in California—1968" (29 pages)
   2. "Public School Instructional Television Committee Newsletter"
   3. "Multiple Generations on Video Tape Recorders" (38 pages)
   4. "Research in Televised Instruction" * * * Summaries and Excerpts from Articles and Reports (23 pages)
   5. "Utilization of ITV—A Seminar Report" (35 pages—ready for publication)

F. In cooperation with USC and with the assistance of an ad hoc consultant, prepared a catalog of video tapes of local ITV programs produced by school groups within the State.

G. Surveyed and compiled a card file of in-school and in-service open-circuit instructional television programs in order to know the numbers and kinds of programs available and assess extent of subject matter and grade level and duplication.

H. Consulted and advised individuals and groups on development of ITV series in language arts, music, and drug abuse.

Mexican-American Education Research Project

Total funds: $72,694; staff: 2 professional and 9 nonprofessional.

A. Eight sensitivity training sessions were conducted by a psychologist during the summer school session at the elementary school in Wasco.

B. Twelve regional workshops throughout the State were held as a followup to the statewide conference held in April 1967, and to lead to the Second Annual Nuevas Vistas Conference.

C. The Second Annual Nuevas Vistas Conference was held May 10–11 in Los Angeles at the Biltmore Hotel. Fifteen hundred participants were present for this conference.

D. An experimental bilingual program was initiated in 1966 in the Mary Covillaud School. This program has been continued for the fiscal year, 1967–68.

E. Biographies of Mexicans who played an important historical role in the development of California and our Nation as a whole are in the process of being developed.

F. Model bilingual classes are being discussed and planned in the regions throughout the State that will be conducting regional workshops during the 1968–69 fiscal year.

G. The project team worked with counties and/or districts which are developing ESEA Title III projects related to the Mexican-American child and his education.

H. Mobilization of writing teams to develop plans of action for educating the Mexican-American child towards his potential.

   Writing teams of experts in a variety of fields were brought together to develop and write suggestions and plans for such areas as "How to Organize a Program of School-Parent Participation," "Suggestions for Testing the Spanish-speaking Child," etc.

I. Curriculum materials are being gathered out of which selected materials will be chosen and put together as part of the suggested structure for a model bilingual program.

J. Eight television programs to provide information for Spanish-speaking communities have been developed and are now being aired throughout the State.

Development of a Plan for Conservation Education

Total funds: $22,309; staff: 0.5 professional and 0.8 nonprofessional.

Committee progress.—Regular monthly meetings of the Conservation Education Advisory Committee to the State Board of Education were held throughout fiscal year 1967–68. The following informational studies were undertaken:

A. Conservation content of State-adopted textbooks (completed).
B. Conservation education requirements for prospective teachers (completed).
C. Conservation courses offered to prospective teachers (completed).
D. Status of outdoor conservation education in California (completed).
E. Status of classroom conservation education in California (in progress).
F. National conservation education survey (in progress).
G. Conservation instructional film survey (in progress).
H. Evaluation of free and inexpensive conservation education materials used by teachers in California (in progress).
I. Survey of teacher in-service conservation classes (projected).

In addition to the studies noted above, numerous shorter informational reports, verbal and written, have been presented to the committee.

The committee has completed a basic outline of their recommendations, and the actual writing has begun.

Consultant service.—In addition to serving as a staff consultant to the committee, the project director has been serving as acting conservation education consultant in the State Department of Education.

Study of Arts and Humanities Education

Total funds: $54,927; staff: 0.7 professional and 2 nonprofessional.

A. The statewide Fine Arts and Humanities Framework Committee established June 1968 held five meetings to study and deliberate upon pertinent information and issues relative to undertaking the development of a report on optimum instructional program guidelines (frameworks) for K–12 programs in art education, music education, and drama (theatre arts) education in schools in California and to conduct preliminary investigations relative to interdisciplinary linkages between programs in English, the social sciences, and the fine arts.
B. The arts, music, and drama subcommittees of the statewide Fine Arts and Humanities Framework Committee formulated scope and sequence plans for developing separate framework manuscripts and members have begun preliminary writing tasks.
C. The first progress report of the statewide Fine Arts and Humanities Framework Committee was presented to the State Board of Education and the Curriculum Commission in February and March 1968.
D. The statewide Fine Arts and Humanities Study Committee established in June 1967 held six meetings to hear and study 31 position papers and reports presented by representatives of the California Art Education Association, California Music Educators Association, California Educational Theatre Association and other groups concerned with arts and humanities education.
E. A study of the quality, quantity, and character of special consultant services in arts and humanities needed by school districts and county offices of education was completed and a report submitted to the State Department of Education.

Economic Education in California's Public Schools

Total funds: $32,974; staff: 0.5 professional and 0.1 nonprofessional.

A. The project sponsored a series of seminars composed of school teachers, curriculum personnel and college faculty to evaluate the draft version of the Economic Advisory Panel report of the statewide Social Sciences Study Committee.
B. An evaluation of economics high school texts has been completed and the report is now being reproduced by the department.
C. A second printing of *A Resource Document For A High School Course In The United States Economy* was distributed by this office.
D. The project sponsored a planning conference of the Economic Advisory Committee, which includes the four directors of the State College Economic Education Centers, on the developmental economic education program, phase II.
E. The consultant has proposed financial support for pilot programs for inservice training of teachers to be developed at the State College Economic Education Centers.
F. The input of the Economic Advisory Panel have had a definite impact upon the proposed new framework in social science being recommended by the statewide Social Sciences Study Committee.

Study of Programs of Desegregation, Integration, and Compensatory Education in Selected School Districts

Total funds: $27,321; staff: 0.8 professional and 0.5 nonprofessional.

The project specialist traveled weekly throughout the State gathering data and information, both written and verbal, and took photographs to be included in the first publication. This manuscript was submitted to the Bureau of Publications in December 1967.

ESEA, Title V Bill of Rights Project

Total funds: $42,325; staff: 0.5 professional and 0.7 nonprofessional.

Seventeen in-service teacher education conferences or workshops were sponsored by the Bill of Rights project. Over 3,000 teachers attended Bill of Rights project conferences, and over 800 students were involved in teaching demonstration. On April 5, 1968, the project director presented a 6-hour program to the 300 members of the California Council on the Education of Teachers. A conference and an extension course through University of California was sponsored in Marin County. There were 66 teachers enrolled in the course and 200 teachers attended the conference. Summer workshops are being held during the months of June, July, and August in Pomona, Fresno, and Los Angeles.

During the past year over 24,000 *Bill of Rights, a Source Book for Teachers* were distributed.

A Statewide Plan for the Development and Implementation of Curricula Research Programs Involving Adult Students With Spanish Surnames

Total funds: $27,850; staff: 0.3 professional and 0.5 nonprofessional.

A. Development and publication of "Administrator Attitudes: Instructional Programs for Adults with Spanish Surnames."

B. Development, distribution and evaluation (in process) of lessons designed for bilingual instruction of the Mexican-American monolingual Spanish speaking adult student.

C. Participation in planning and leadership of the Nuevas Vistas Conference, May 10–11, 1968.

D. Conduct of 4-day workshop, December 1967, involving teachers to develop bilingual lessons for experimental use.

E. Conduct of 2-day workshop, May 1968, for the purpose of identifying program needs and recommendations of lay groups concerning the administration of such adult programs.

F. Initiated contract with California Western University, San Diego, for the training of 50 teachers for university credit in a 2-week workshop to be conducted in July 1968, for advance training in teaching methodology and administration of programs designed to serve the Spanish surname monolingual (Spanish speaking) adult population.

G. Scripting and production of "Conozcan Sus Escuelas," No. 8, for showing by educational television stations in California.

Transportation Supervision Project

Total funds: $2,433; staff: 0.1 professional and 0 nonprofessional.

While this program was funded, no one was employed to fill the position until late May. During this month a field representative was employed and is being oriented to the program and the office.

School Business Administration Workshops

Total funds: $13,625; staff: 0.4 professional and 1 nonprofessional.

Early in fiscal year 1967 the manuscript for the maintenance and operation manual was sent to the printer. In October 1967 the field representative in this position was transferred to another bureau. In May 1968 a new field representative was employed and oriented to the tasks of the position.

Supervisory Services for Strengthening Instruction in Critical Subject Areas

Total funds: $195,891; staff: 5.6 professional and 4.2 nonprofessional.

Bureau of Educational Programs and Subject Specialists:

A. Seven meetings of the Mathematics Advisory Committee were held, lasting from 1 to 3 days each; sections of the mathematics guidelines (Strands, K–8) were written and published; meetings were held with the Curriculum Commission and State Board of Education and members of legislature.

B. One consultant held a 2-day meeting in Fresno to assist junior high school administrators in innovative programs to improve instruction and curriculum programs.

C. Five regional conferences with 67 participants, knowledgeable in the Miller-Unruh reading program, presented philosophy and teaching methods for developing reading abilities and interests in children. These conferences were in connection with the Miller-Unruh work sessions for preparation of materials for a specialist teacher guide.

D. One 2-day conference with 19 consultants participating was held to assist administrators, supervisors and teachers in meeting the needs of children who speak other than English as their native language.

Office of Foreign Languages:

A. A study conference dealing with the problems of foreign language instruction in California schools and colleges was held. Fourteen foreign language experts from schools throughout California and three consultants from the State Department of Education participated. The proceedings of the conference, titled "What Next In Foreign Languages," was published.

B. Two regional practical training workshops for teachers of foreign language were held with approximately 200 teachers attending. The workshops were conducted by 16 foreign language master teachers.

C. A study of foreign language dropouts was held; a report on the findings is to be published.

Bureau of Industrial Education:

A. An Industrial Arts-Science Editorial Committee, consisting of nine specialists in science and in industrial arts edited and augmented the material for "Industrial Arts Power Mechanics."

B. Six symposiums on Industrial Arts were held at State colleges throughout California. They were conducted by a team of five specialists in various segments of industrial arts.

Bureau of Junior College General Education:

A. Thirteen junior college workshops, conducted by 49 consultants, were held throughout California covering science, mathematics, civics, and history.

B. A team of 10 consultants presented the most recent discoveries or experiments on junior college education at the Conference on Organization for Instruction in the 1970's.

C. Thirteen participants held the annual junior college workshop planning conference for chairmen and cochairmen; they reported on the 1967–68 workshops, planned the 1968–69 workshops, and discussed rules and regulations regarding consultants for the workshops.

Bureau of Audio-Visual and School Library Education:

Twenty consultants provided assistance for demonstrations and conducted 14 workshops in county and local educational agencies for the purpose of improving instruction in the subject areas covered by the National Defense Education Act through the use of new media and technology.

Research Projects:

A. The following publications were sponsored:
   1. Geography—The World and Its People for third grade, 1,000 copies (not yet available).
   2. A facsimile reproduction of the Treaty of Guadalupe Hidalgo, 2,000 copies.

B. A study of the effectiveness of reading programs in California was conducted which resulted in a progress report to the Joint Legislative Budget Committee titled, "A Study of Reading Programs in Selected California School Districts."

C. A workshop was conducted by the director of Nova Schools, Fort Lauderdale, Fla.; a presentation was made on the philosophy utilized in developing and maintaining innovative schools.

D. A conference was held on "The Mass Media and the Educational Scene" at Chico State College. Presentations were made by eight California leaders in the field of communication.

E. Eight 30-minute educational programs in Spanish were video taped.

F. A 10-day pilot program for students of normal intelligence and low reading ability to determine increase in mathematics achievement through the use of audio materials, was conducted by two consultants at San Mateo High School.

G. A planning grant was issued to develop health science resources for use by public schools in Los Angeles County.

H. An eight-week workshop for teachers of Spanish and of English as a second language was held. Classes were conducted by 11 consultants in foreign language and Mexican culture.

I. An evaluation of National Defense Education Act programs was made in Temple City Unified School District.

J. A conference, "Nuevas Vistas," was held to deal with the problems of educating the Mexican-American child and his parents. Three consultants were utilized to present workshops in bilingual instruction.

K. An evaluation was made of the NDEA financed second grade history and geography booklet as they were used during the 1967–68 school year.

L. Four consultants held 4 to 7 day workshops at various State colleges and presented innovative methods of teaching science, English and the social sciences.

M. A social science workshop, held at Chico State College, presented two speakers. Their topics were "A Historical Look at Education in

Africa," and "Historical Problems and the Development of Pakistan."

N. Eight consultants rendered 3 days services each for the screening, evaluating and selecting of materials for the teaching of Portuguese in the elementary and secondary grades.

O. Funds were provided for a pilot television program for the text "Electronics in the West."

P. Three consultants furnishing a total of 3 days service, participated in a workshop to provide teachers in the Red Bluff Union School District with an opportunity to investigate curriculum innovations in the elementary schools as related to the subjects covered by the National Defense Education Act.

Q. Four ad hoc committees, with a total of 50 individuals participating, met to develop criteria to determine relevancy of teacher training programs.

Consultant Service Program:

A total of 344 projects providing special consultant services were approved. These amounted to 1,160½ days of qualified specialist assistance. The projects were distributed in the following manner:

Subject area	Number of projects	Number of days
Civics	2	5
Economics	6	25
English	50	188½
Foreign languages	41	142
Geography	7	17
History	4	12½
Industrial arts	11	26
Mathematics	28	72
Reading	61	192
Science	65	223½
Combinations	69	257

Many of the combination projects were in the area of social science-civics, economics, geography, and history.

Improved Statistical Services and Improved Reporting Practices

Total funds: $27,338; staff: 1.8 professional and 3.2 nonprofessional.

Master file data such as are reported in the school directory, financial transactions, facilities, etc., are now available to be transmitted on tape to the U.S.O.E. for their use, and in the case of all data, the delay for completing the necessary reports has been substantially reduced.

Anticipating the installation of an IBM 360/40 computer, the Bureau of Systems and Data Processing instituted a review of the data collection activities of the department.

Supplements to the California School Accounting Manual dealing with income, and with program cost accounting were developed and issued.

The inventory of school facilities proceeded with the updating of the public elementary school facilities and additional categories relating to heating, ventilating and/or cooling systems, lighting systems, carpeting and interior space divisions were incorporated.

Statewide testing programs continued to focus upon the area of reading in grades one, two, three, six, and 10 with companion intelligence tests administered in grades six and 10.

Departmental Reorganization

Total funds: $10,963; staff: 0 professional and 0.3 nonprofessional.

Through this project, the Department of Education has been able to employ additional staff in order to bring together various recommendations from recent organizational studies of the department and to evaluate same through departmental task force. Recommendations for reorganization are brought to the State Board of Education for review and approval.

Accreditation Workshops

Total funds: $2,452; staff: 0 professional and 0 nonprofessional.

The State Board of Education has as one of its many functions and activities the responsibility of maintaining quality controls over teacher education programs of both public and private colleges and universities in the State of California. It does this through a process known as accreditation.

These accreditation workshops provided training for persons who were selected to serve on visiting teams who subsequently made actual oncampus visits to evaluate the quality of the teacher education programs. A total of 89 persons were trained in two locations.

Curriculum Evaluation and Development for Mentally Gifted Minors

Total funds: $79,702; staff: 0 professional and 0 nonprofessional.

The major aspects of the project will be carried on in the 1968–69 fiscal year with 1967–68 funds encumbered in three major contracts. The major developmental aspects of the project—preparation of a statewide framework, development of curriculums, preparation of 36 exemplary curriculum guides, and the development of an evaluation instrument and instrumentation package and guidelines—will take place within the 1968–69 fiscal year.

Adult Education Advisory Committee

Total funds: $15,989; staff: 0.4 professional and 0.2 nonprofessional.

The committee set a list of priority activities which it hoped to accomplish in the first few months of the project. These were to define clearly the purposes of adult education in high school and unified districts and to analyze the effectiveness of programs for the adult disadvantaged along with recommendations for improvement.

The first task of the committee was accomplished on May 10, 1968, when the State Board of Education adopted as its official policy the committee's "Statement of Purposes and Objectives of Public School Adult Education." This statement included statewide objectives and plans for adult education.

The committee's second task is under way in that a consultant organization has been selected to conduct a study of the effectiveness of adult education programs in meeting the needs of the disadvantaged and hard-core unemployed.

Due to the separation of junior colleges from the State Department of Education effective July 1, 1968, the advisory committee felt it would be desirable to develop a position paper which described the proper delineation of responsibilities for public school adult education between high school and unified districts on one hand and junior colleges on the other. The statement was completed on June 28, 1968, and will be presented to the State Board of Education at its July meeting.

A description and evaluation of the State's total adult education program is also under way. The committee's staff is designing survey instruments and interviewing a range of experts in order to develop a comprehensive study plan.

Continuing Education Workshops

Total funds: $10,000; staff: 0 professional and 0 nonprofessional.

A $10,000 contract was awarded to the Los Angeles County Schools Office for the purpose of conducting three workshops throughout California during the summer months of 1968.

The workshops are designed to bring together teachers, supervisors and administrators to focus upon philosophy, methodology, organization, and instructional materials.

From these three workshops will come a publication or report upon which the State Department of Education can base plans for providing greater assistance to district and county personnel in developing continuation education programs.

Abstracts of Selected Curriculum Documents

Total funds: $2,644; staff: 0 professional and 0.1 nonprofessional.

Teams of from three to five specialists in different fields came into the Bureau of Reference Services for from 2 to 5 days and selected outstanding curriculum publications and projects for abstracting. Abstracts were prepared in the following fields: art, science, music, history, and new instructional techniques (such as team teaching).

A total of 241 abstracts were prepared. These will be duplicated and sent to the persons who were engaged in abstracting, regional curriculum depositories, offices of county superintendents of schools in California, and to persons directing requests for information.

Education Professions Development Act

Total funds: $10,481; staff: 0.2 professional and — nonprofessional.

A departmental committee was appointed in November 1967 to steer activities related to the development of a State plan—required by Public Law 90–35 for part B, subpart 2, of the act.

Nine departmental committee meetings were held.

Four ad hoc committee meetings were held, with members coming from districts, counties, professional associations, and higher education sectors. These groups reviewed and recommended on several critical issues of the State plan.

Special short-term consultant assignments produced important backup information.

Two progress reports were submitted to the field over Dr. Rafferty's signature.

Procedures were developed to review and process applications for both Teacher Corps (pt. B–1) and Inservice Education (pt. D). Under part D, 170 applications were processed, and approximately 250 in-person or telephone contacts were made in assisting the field.

Twenty-one speeches were given in various locations of the State on EPDA.

A system approach (PERT) was developed to assist in producing the plan.

Plan completed on June 10, presented to the State Board of Education on June 13, attorney general on June 20, and mailed to the U.S. Office of Education on June 25.

Framework for Physical Education, K–12

Total funds: $1,544; staff: 0 professional and 0 nonprofessional.

The fifth draft of the "Framework for Physical Education, Kindergarten and Grades One through Twelve," and reaction forms, 2,000 copies each, were printed and distributed to district and county superintendents of schools, supervisors of physical education, teachers of physical education in junior college, and physical education personnel in colleges and universities.

Six seminars were held for reaction to the fifth tentative draft of the "Framework for Physical Education."

Model Inservice Programs

Total funds: 0; staff: 0 professional and 0 nonprofessional.

A contract with the Institute for Educational Development is currently being prepared for the period June 15, 1968, through June 30, 1969, in the amount of $25,000. The institute will develop for the State Department of Education a model inservice training program.

Programs for Physically Underdeveloped Pupils

Total funds: $5,000; staff: 0 professional and 0 nonprofessional.

A contract with Sacramento State College was made and Frank Jones, Ed.D., professor of health and physical education was assigned to carry out the contract.

Information gathered provided material on practices utilized to identify physically underdeveloped pupils; the programs in existence are planned to meet the needs of these pupils; and the problems involved. Selected elementary schools and secondary schools were visited, programs observed, and staff interviewed.

From the compilation of the material gathered by means of the questionnaire and by observation, a manuscript was written, edited, and presented to the Bureau of Publications for printing at the State printing plant.

Evaluation Instrument for Use in Drug Abuse Education Programs

Total funds: $3,500; staff: 0 professional and 0 nonprofessional.

Contract negotiated with West Coast Community Surveys for the development of an instrument for use in determining the relative effectiveness of various methods of instruction about drug abuse through studying the knowledge, attitudes, opinions, and practices.

Meetings held with representatives of West Coast Community Surveys to explain department project and the type of information needed and to provide basic material on drug abuse. Representatives of State Department of Public Health involved in all meetings as they will process the data.

Draft of questions developed by West Coast Community Surveys submitted to department representatives for reactions. Questions refined on basis of reactions.

Draft of evaluation instrument developed and pretested in an eighth, a ninth, and a 10th grade class. Discussion held with pupils to determine their reactions to the instrument as a whole, the vocabulary level, and the concept level. Data collected reviewed to determine types of responses. Instrument revised and prepared for pilot use.

Evaluation instrument used on a pilot basis prior to and following a special drug abuse education program in a large high school in San Francisco.

Data from pilot testing is being analyzed by representatives of West Coast Community Surveys and the State Department of Public Health and will be provided to the Department of Education along with the evaluation instrument and recommendations regarding the need, if any, for revision of the latter.

Guidelines for Health Instruction

Total funds: $41,000; staff: 0 professional and 0 nonprofessional.

A central coordinating facility was established in the Health, Science Department at San Fernando Valley State College to serve as a focal point for conducting the project.

Approximately 40 representatives of official, professional, and voluntary health agencies including physicians, dentists, and school personnel were brought together at meetings in northern California and southern California to identify major health needs of school-age children and youth.

A tentative draft of the *Guidelines for Health Instruction in California Schools,* outlining competencies to be demonstrated by learners at selected grade levels and specific illustrations of the ways in which learners may demonstrate such competencies (behavioral objectives) was developed and submitted to the State Department of Education at the end of June 1968.

Specific plans for field testing the statement of guidelines, in terms of using it as a basis for local curriculum development in health education and for obtaining reactions from local school districts that wish to review it have been developed, submitted for approval, approved, and a contract developed for implementation in 1968–69.

Reading Workshops for Comprehensive Reading Program

Total funds: $54,016; staff: 0 professional and 0 nonprofessional.

The contract for $55,000 was awarded to General Systems Industries, Inc. (Torrance, Calif. 90503) and will be operational in 1968–69.

The project will provide videotape and kinescope materials for use in teacher inservice training.

It will be possible to give a complete report on this project in June 1969.

Development of a Curriculum Framework in Foreign Languages

Total funds: $21,820; staff: 0 professional and 0 nonprofessional.

A contract has been signed with Sonoma State College Foundation, a project director appointed and a short-term consultant hired. The foundation will initiate the work of a curriculum framework in foreign languages.

The following activities will be carried out as terms of the contract:

A. A workpaper on "Techniques of Placement to Improve Articulation."

B. A listing of criteria for the selection of teaching materials in Chinese, French, German, Latin, and Spanish.

C. A study on behavioral objectives for foreign languages.

Civil Education

Total funds: $33,000; staff: 0 professional and 0 nonprofessional.

Contract awarded to: University of California Extension, Santa Cruz, Calif. 95060.

The purpose of this contract is to produce instructional materials and a program plan for a teacher-training workshop on civic education. Specifically, the university will design a program which will provide social science classroom teachers with:

A. New information, insights and understandings with respect to the U.S. Constitution and the Bill of Rights,

B. New strategies for classroom instruction, and

C. Sources and samples of new materials which will facilitate the learning experience.

State Board Clerical Assistance

Total funds: $6,394; staff:—professional and 0.8 nonprofessional.

Due to the nature of the duties of the special assistant to the State Board of Education of keeping the board informed of public response as well as of professional information supplied through the Department of Education, the secretaries handle both types of correspondence and perform the necessary errands so that this information is constantly available to board members. The improvement in communication and liaison between the Department of Education and board members has been duly recognized by the board.

Colorado

ANNUAL REPORT UNDER TITLE V, SECTION 503, FISCAL YEAR 1968

State educational agency.—Colorado State Department of Education.

Funds expended or obligated.—$476,370.

Staff engaged, by number of positions.—22 professional; 14 nonprofessional.

Distribution of pupil enrollment and school districts served, by enrollment size of districts.—

Enrollment size of districts	Number of districts	Number of pupils enrolled
25,000 or more pupils	4	204, 759
12,000 to 24,999	5	78, 943
6,000 to 11,999	8	64, 640
3,000 to 5,999	11	44, 089
1,800 to 2,999	15	36, 906
600 to 1,799	45	49, 440
300 to 599	36	15, 952
Under 300	67	10, 607
Total	191	505, 336

Projects.—

Leadership and Consultant Services to Local Education Agencies for the Improvement of Instruction

Total funds: $180,647; staff: 8.8 professional and 5.1 nonprofessional.

Hired consultant-specialists in the areas of foreign language, mathematics, natural science, language arts, industrial arts, social studies, health and physical education, instructional media, and programs for gifted and creative children. These specialists concentrated primarily in the area of inservice education for the instructional staff throughout the State. Specific activities included: (1) regional and statewide workshops; (2) individual consultation with instructional leaders at the local, State, and national levels; (3) initiation and implementation of pilot programs in instructional program areas; (4) establishment of effective liaison activities with other agencies; (5) circulation of new media materials in instructional program areas and assistance in the use of such materials; (6) visitations to all Colorado school districts; (7) development of program guides and materials for all instructional areas; (8) assistance in the design and layout of instructional facilities; (9) speech making and public relations activities; and (10) cooperation with the development of communication lines with statewide parent-teacher groups, school administrators, and community leaders emphasizing the need for continued improvement in instructional programs.

Leadership and Consultant Services to Local Education Agencies for the Improvement of Administration

Total funds: $26,358; staff: 1 professional and 0.5 nonprofessional.

Hired a professional school administrator to assist local school-district officials in forming boards of cooperative educational services. Held a three-day inservice workshop for school superintendents. Organized a series of five regional workshops for local school board members to assist them in carrying out their policy-making responsibilities.

Study, Planning, and Developing State Education Programs

Total funds: $77,739; staff: 3.3 professional and 1.7 nonprofessional.

Hired an assistant commissioner to develop a program of planning services. Hired an official to investigate the problems of the developing Denver metropolitan area and to work with the metropolitan school districts. Hired two officials to stimulate research activity throughout the State. Held a series of regional meetings having to do with teacher education and certification. Held a conference on the views of youth at which time high school students from throughout the State came together to discuss education for the future. Contracted for a study of the school financial crisis in Colorado and the educational shortcomings in the public schools of the State. The Office of Planning Services created under this project accomplished a major departmental reorganization, improved relations with other agencies, and developed and implemented a process for internal planning. The urban education consultant developed and organized activities of the newly formed Denver Area School Superintendent's Council, initiated and conducted a series of symposia on urban education, and established a metropolitan human relations council in each of the metropolitan school districts. The consultants for research and development through individual visitation, workshops, and publications carried out activities which could be characterized as stimulation, consultation, evaluation, and dissemination.

Improvement of the Central Administration and Data Processing Capabilities

Total funds: $141,479; staff: 7 professional and 6.7 nonprofessional.

Hired additional officials in the areas of bookkeeping, accounting, and business management to improve the internal administrative aspects of the department. Hired specialists in areas having to do with data processing to increase the department's potential for automating many of its necessary data collection, analysis, and dissemination activities.

Improvement of State Department Operated Programs and Services

Total funds: $33,100; staff: 1.9 professional.

Hired an official to expand the school accreditation program of the State. Hired an additional consultant for public information programs to increase the communication of the department with its various publics. Wrote the publication, "Education in Colorado."

Developing Competencies of State Education Agency Personnel

Total funds: $17,047; staff: none.

Provided for inservice travel. Nearly 50 percent of the professional staff traveled to more than 25 States to visit exemplary educational programs, colleges and universities, and other State departments of education to observe the broad activities in educational circles. Held a 2-day workshop on human relations for all professional staff members in the department. The workshop was designed to sensitize the professional staff to the crucial problems of human relations. More than 90 percent of the professional staff participated.

Connecticut

ANNUAL REPORT UNDER TITLE V, SECTION 503, FISCAL YEAR 1968

State educational agency.—Connecticut State Department of Education.

Funds expended or obligated.—$341,445.

Staff engaged, by number of positions.—12 professional; 16 nonprofessional.

Distribution of pupil enrollment and school districts served, by enrollment size of districts.—

Enrollment size of districts	Number of districts	Number of pupils enrolled
25,000 or more pupils	1	26,458
12,000 to 24,999	8	137,786
6,000 to 11,999	18	161,112
3,000 to 5,999	33	143,953
1,800 to 2,999	25	56,761
600 to 1,799	47	52,490
300 to 599	25	10,820
Under 300	21	3,933
Total	178	593,313

Projects.—

Departmental Planning and Innovations

Total funds: $86,391; staff: 4 professional and 3 nonprofessional.

The planning staff has received training in scientific decision making techniques and in the use of the computer as it relates to these techniques. Small Demonstration Center projects have been carried out with selected teachers. These were designed to stimulate innovative teaching approaches in the classroom. A State plan for implementing the new EPDA has been completed. Steps have been taken to clarify the goals, objectives, and purposes of the Department; a technique for analyzing these is being worked out with the idea of developing PPBS. The Department has increased its long-range planning capabilities and has developed and is using a planning cycle; this is a formal procedure enabling the entire staff to review planning activities, to become involved in the planning process, and to make appropriate decisions based on plans developed.

Consultative and Regulatory Services in Teacher Board of Education Negotiations and Mediations

Total funds: $19,608; staff 1 professional and 1 nonprofessional.

The Department considered and took action on each impasse in negotiations between local boards of education and teacher organizations. The service of the Department expanded in response to the increased frequency of calls and complexity of newly developing situations. Need for further study and inquiry into problems resulted.

Communications

Total funds: $42,219; staff: 1 professional and 2 nonprofessional.

Prepared and distributed 138 news releases and 12 feature articles to 50 newspapers, 30 radio and television stations, and other media. Edited 10 issues of the 8-page newsletter, *Connecticut Education*. Processed 17 publications of various types, including booklets and folders.

Educational Data Systems

Total funds: $30,571; staff: 1 professional and 1 nonprofessional.

Worked with local educational agencies in systems analysis. Selected two agencies as models for a total State education information system.

The Connecticut Secondary School Youth Project

Total funds: $2,800; staff: no positions.

Published and distributed the Report of the Conference on Youth; the Conference was conducted by the Connecticut Secondary School Youth Project at Meriden, Conn. in 1966.

Local Educational Programs for Gifted and Talented Pupils

Total funds: $24,373; staff: 1 professional and 1 nonprofessional.

Developed regulations and guidelines to implement the State legislation for gifted and talented students. Further expanded consultative services to local educational agencies. Conducted two regional workshops and a number of individual workshops to disseminate and demonstrate new teaching techniques. Assisted in planning and developing new graduate programs to train teachers of the gifted. Planned, prepared, and distributed materials to assist educators working with gifted and talented students.

Multi-Function Library Media Center

Total funds: $14,303; staff: 1.5 professional and 1 nonprofessional.

Collected materials and compiled bibliographies on "The Negro in American Culture" for distribution to local educational agencies. Collected materials on the brain-damaged child. Collected and made available materials for workshops. Expanded services through new staff, equipment, and materials.

Educational Evaluation in Local School Districts

Total funds: $2,486; staff: no positions.

Sponsored a four-session institute in East Granby. The institute centered on the problems of defining instructional outcomes as they relate to the teaching and learning process. Specific attention was given to stating the outcomes in behavioral terms to facilitate planning for the selection and organization of learning experiences in the teaching and learning process. Attention also centered on evaluation of the extent of achievement of the desired outcomes. Two other workshops were held on more limited bases with two other school systems. Emphasis was placed on using the determination of objectives as a basis for curriculum revision and development. Evaluated the institutes, involving pretesting and posttesting, participant self-evaluation, and criticism by outside consultants. Investigated the possible adaptation of the institute type of activity through the use of programed instruction and audiovisual media, including closed-circuit television. Developed plans for institutes in other parts of the State repeating on a refined and revised basis the original institute work, and developing a new institute which would stress assisting teachers in the construction of teacher-made evaluation instruments.

Electronic Communication Media

Total funds: $2,757; staff: 1 nonprofessional.

Conducted two television "talk-back conferences," involving State consultants and local superintendents, one on teacher aides and one on mini-grants for innovative teacher projects. Paraprofessional personnel, added to the media unit, assisted consultants in the use of media, including the use of videotape in workshops and conferences. Instructional television programs were videotaped off air for later use in workshops. Informed State and local educational staff members of the potential of mass media in communications from the State agency.

Health Education Programs in Connecticut Schools

Total funds: $14,740; staff: no positions.

Conducted a survey of the health interests, concerns and problems of 5,000 students (K–12) in selected schools. These data will serve as a base for developing State and local curriculums. The director of the project developed a handbook of techniques to be used; held three training workshops for the 56 teacher-interviewer-observers involved; prepared forms and other materials; gathered and analyzed data; and reported the results of the survey.

Statistical Services

Total funds: $28,751; staff: 1.5 professional and 1 nonprofessional.

Worked with local educational agencies in systems analysis. Selected two agencies as models for a total State education information system. (Same activities as those reported for Project No. 2–4.)

Supervisory and Related Services

Total funds: $72,446; staff: 1 professional and 5 nonprofessional.

Conducted a 5-day workshop involving 40 supervisors and department heads for science, mathematics, English, and social studies, dealing with the instructional use of the computer. Printed the curriculum bulletin, *Foreign Languages, Grades K–12.* Participated in regional and national conferences. Initiated preparation of a curriculum bulletin for the language arts. Sponsored statewide conferences on the humanities, elementary science, and special education. Disseminated information on new educational methods, concepts, and materials.

Summary

The section 503 grant received by the Connecticut State Department of Education for fiscal year 1968 continued projects initiated in fiscal years 1966 and/or 1967. Primary support was given to improving general administration of the Department, statistical and data processing functions, program planning, instructional improvement for local educational agencies, and teacher education, accreditation, and licensing. Special attention in 1968 was given to supervisory and related services for local educational agencies, previously funded under NDEA Title III, and to improvement of statistical services, previously funded under NDEA Title X. The approved application for fiscal year 1969 indicates continuation of most projects supported in 1968. One addition is an allocation of 10 percent of the Connecticut Title V allotment to local educational agencies.

Delaware

ANNUAL REPORT UNDER TITLE V, SECTION 503, FISCAL YEAR 1968

State educational agency.—Delaware State Department of Public Instruction.

Funds expended or obligated.—$191,328.

Staff engaged, by number of positions.—16 professional; 9 nonprofessional.

Distribution of pupil enrollment and school districts served, by enrollment size of districts.—

Enrollment size of districts	Number of districts	Number of pupils enrolled
25,000 or more pupils		
12,000 to 24,999	1	16, 134
6,000 to 11,999	3	25, 804
3,000 to 5,999	6	27, 672
1,800 to 2,999	8	19, 991
600 to 1,799	19	21, 781
300 to 599	3	1, 288
Under 300	11	1, 607
Total	51	114, 277

Projects.—

Strengthening Office of State Superintendent

Total funds: $77,893; staff: 4 professional and 3 nonprofessional.

Through the addition of an administrative assistant to the superintendent's staff, the superintendent has been relieved of much of the work of recruiting staff members, allowing him more time for State education leadership activities. Other staff additions have resulted in great improvement in information services to the State; regularity, readability, and attractiveness of periodicals and other materials have been measurably improved.

Instructional Service Programs

Total funds: $28,757; staff: 3 professional.

The addition of an elementary supervisor made possible the organization of elementary supervisors to provide services in six curriculum content areas: reading, social studies, language arts, mathematics, science, and kindergarten. Carried forward 18 pilot projects of an elementary school science program in cooperation with the American Association for the Advancement of Science.

Financial Operations and Planning

Total funds: $12,467; staff: 1 professional.

Achieved closer liaison between the Department of Public Instruction and local educational agencies on financial matters. Initiated use of computer for testing, payrolls, and statistical and financial reports.

Supervision Program

Total funds: $38,664; staff: 5 professional and 1 nonprofessional.

Implemented the AAAS assisted program "Science-A-Process-Approach" in elementary schools. Developed a humanities program, correlating history, English, art, and music. Developed in conjunction with the Delaware Archaeological Society a unit in archaeology for elementary school social studies program. Developed for 12th-grade students a pilot program in social studies using foreign language as a medium. Prepared curriculum guides for English and foreign languages. Introduced a geometry series for the educational television network.

Research and Statistical Services

Total funds: $33,547; staff: 3 professional and 5 nonprofessional.

Revised the superintendent's annual statistical report, particularly on finances of local educational agencies, to provide information compatible to the Office of Education. Revised the Comprehensive Inventory of Educational Personnel in the Delaware public schools, including staff information on age, sex, race, experience, training, certification, etc. Expanded the nonpublic school report to include the public school residence of nonpublic school pupils. Continued to expand and refine the Educational Personnel Mobility Report, and the Teacher Supply and Demand Survey.

Summary

Over the period of Title V, section 503 grants, program funds have been employed primarily for general administration; supporting services for local education agencies; program planning and research; instruction and administrative improvement for local education agencies; and teacher education, accrediting, licensing, etc. In fiscal year 1968, three of the projects were continued from fiscal year 1967, the exceptions being the project activities initiated with funds transferred to Title V from Titles III and X, section 1009, of NDEA.

Florida

ANNUAL REPORT UNDER TITLE V, SECTION 503, FISCAL YEAR 1968

State education agency.—State of Florida Department of Education.

Funds expended or obligated.—$637,694.

Staff engaged by number of positions.—25.4 professional; 19.8 nonprofessional.

Distribution of pupil enrollment and school districts served, by enrollment size of districts.—

Enrollment size of districts	Number of districts	Number of pupils enrolled
25,000 or more pupils	11	950, 347
12,000 to 24,999	10	179, 821
6,000 to 11,999	11	95, 142
3,000 to 5,999	14	59, 263
1,800 to 2,999	12	31, 315
600 to 1,799	9	9, 971
300 to 599		
Under 300		
Total	67	1, 325, 859

Projects.—

Public Information

Total funds: $25,802; staff: 2 professional and 2 nonprofessional.

Continued consultation with staff members of the State Department of Education and provided technical assistance aimed at improvement of appearance, content, and presentation of information on the status and needs of education. Expanded an exchange of educational information and ideas among education writers and editors of Florida's major newspapers and county Public Information Officers. A weekly internal newspaper, "Monday Report," was continued with a circulation of 1,950. Editorial work on the booklet, "Florida's Education Program," a comprehensive description of Florida's total public school program, was completed and 30,000 copies were printed. Through efforts of Public Information Office, legislature passed an omnibus education bill which includes provision to use special education funds to establish a county school system information officer. State department staff have increased their effectiveness by improving the quality of their publications. The statewide walkout by public school teachers and a special session on education diverted the Public Information Officers from many planned activities.

Statistical and Data Processing

Total funds: $112,732; staff: 5 professional and 2 nonprofessional.

Increased efficiency of operation, having eliminated the existence of two completely incompatible second-generation computers with the attendant of two languages, two different internal character codes, two different sized tape reels, and the frequent need to convert data from one machine to another. Increased the potential throughput capacity for department's work, thus providing the basis for online file update and query concurrent with batch processing. Added capacity will permit expansion of data processing activity into areas of critical need. The completed system design of textbook-financial and inventory management will enable the State Department of Education to have up-to-date financial status of textbook activity by county and an automatic inventory list as a byproduct for use by counties in taking physical inventories. Addition of social security numbers to the basic plan and rate file constitutes the first step in making statewide use of these numbers for identification purposes in automated records. Additional equipment will allow development of a multiprograming capability which will further increase the processing throughput and permit the developing of the next capability—that of online file update and query. Perhaps the steps taken within Florida State Government to improve the grades and classification of data processing personnel will help to resolve a problem in staffing.

Expansion of State Services to Counties in Pupil Transportation

Total funds: $20,124; staff: 1 professional and 1 nonprofessional.

The Transportation Section of the State Department is largely a service agency and this project enabled the State to refine and extend the pupil transportation program. In 1967–68, 1,976 bus drivers received instruction, compared with 1,716 the year before. All schoolbus accidents in the State were tabulated and categorized for use in instructing bus drivers.

Expansion of State Service to Local Units in Financial and Business Management

Total funds: $48,118; staff: 2 professional and 5 nonprofessional.

Project provided personnel to expand field services to local education agencies in business management and school food service activities. Has provided additional guidelines and procedural policies which have improved the recordkeeping at the local level and reporting to the State agency. Continued and expanded inservice training of county level personnel through 1- and 2-day workshops is needed to improve county practices in purchasing, idle fund investment, property inventory and control, and overall business management functions.

Expansion of State Instructional Services to Local Schools

Total funds: $63,410; staff: 3 professional and 2 nonprofessional.

The department has been strengthened through having additional personnel to provide specialized instructional improvement services (health and early childhood) to local school systems. Funds provided through this project have enabled consultants to extend innovative approaches to curriculum change and development. One tangible development, to some extent the result of this project, has been the enactment of the State legislation to extend the State supported kindergarten program, and provide additional State funds to local districts for educational improvement including a mandatory provision for staff development. A full-time staff member in early childhood education has made it possible to provide additional State services—dissemination and interpretation of research results and the development of sequential curricula in the K-6 program.

Research Services

Total funds: $55,263; staff: 3 professional and 2 nonprofessional.

Personnel under this project devoted considerable time to helping county school personnel with the evaluative phases of Title III ESEA projects and in the design and preparation of short range comprehensive plans under the State Education Improvement Expense law. In addition, technical assistance was provided to State Department of Education staff directing programs under ESEA Titles I, II, III, and VI and in Migrant Education. A number of statistical summaries and analyses were prepared. A survey was conducted for the Florida House of Representatives and for the State Senate in preparation for a special session of the legislature. Support services were provided for the Governor's Commission on Quality Education.

Improvement of Accreditation Services

Total funds: $48,241; staff: 3 professional and 2 nonprofessional

Accreditation standards for elementary and secondary schools were developed and proposed and plans were implemented for a trial run during the 1968–69 school year in approximately 357 schools. The adult-vocational-technical standards were completed and adopted by the State Board of Education for use in 1968–69. The data collected in the accreditation program was utilized in the evaluation and approval of each county's educational improvement expense plans. The development of standards has changed the emphasis from activities to objectives.

Recruitment of Educational Personnel Program

Total funds: $32,528; staff: 1 professional and 1 nonprofessional.

A 15-minute film on educational programs and employment opportunities in the teaching profession was produced and released. The film was developed for promotional purposes and distributed to approximately 300 television stations throughout the Nation. Current teacher vacancy listings are compiled for distribution to teacher education graduates and to experienced teachers. Teacher training institutions, junior colleges, and county school systems were visited for the purpose of discussing the recruitment of educational personnel. This service frees various divisions within the State Department of Education from overlapping tasks and provides an efficient centralized operation of greater capability and value in recruitment.

Computer Accounting Program

Total funds: $83,107; staff: 4 professional and 1 nonprofessional.

Activities under this project made possible an orderly transportation from second generation computers to the third generation computer (360–60). The ability to convert existing application to the 360 computer makes possible the timely preparation of financial statements for the 1968 fiscal year. Preliminary systems work on currently operating application will make system design and system implementation of the proposed 360 financial management much easier due to data processing and storage techniques which have been developed under this project. The retention of qualified systems analyst and programing personnel has been difficult since the market is highly competitive.

Improvement of Internal Supporting Services

Total funds: $8,783; staff: 3 nonprofessional.

The expansion of the mail and message service and the renovation of the machineroom have enabled the Department of Education to more effectively reproduce forms and instructions and to distribute them to the local education agencies. The additional telephone operator helped to relieve some of the workload in this area. Although many improvements have been made in the reproduction and distribution of materials, forms and instructions, the continued expansion of the Department of Education and the demand of more comprehensive information to the legislature continue to demand improved services.

Providing Consultant Specialists and Related Services to Improve Instruction

Total funds: $142,054; staff: 5.4 professional and 2.8 nonprofessional.

This project was designed to continue supervisory, consultant, and related services in subject areas which were no longer funded under NDEA Title III. Consultants visited local systems to provide assistance with instructional improvement activities, attended professional conferences and prepared written materials designed to communicate new developments. Additional audiovisual equipment and materials were provided to the consultants to enhance their presentations. A major expansion activity consisted of the development of a series of eight, 2 day drive-in conferences on behavorial objectives. These conferences, conducted in cooperation with Florida State University and the EPIC Evaluation Center of Tucson, Ariz., were attended by over 400 teachers, principals, supervisors, superintendents, State Department staff members, and school board members. The conferences were designed to teach participants how to write educational and instructional objectives in behavioral terms. Conference participants then turned to local systems to conduct similar conferences in local systems.

Summary

Most of the 12 projects funded under Title V, section 503, in fiscal year 1968 were continued from fiscal year 1967. Improved leadership and consultant services have been provided through travel funds enabling staff members to visit county and local school personnel. Needed equipment which has improved the efficiency of the staff has been purchased. A combination of personnel and equipment has greatly strengthened the State Department of Education.

Georgia

ANNUAL REPORT UNDER TITLE V, SECTION 503, FISCAL YEAR 1968

State educational agency.—Georgia State Department of Education.

Funds expended or obligated.—$566,515.

Staff engaged, by number of positions.—40.5 professional; 25 nonprofessional.

Distribution of pupil enrollment and school districts served, by enrollment size of districts.—

Enrollment size of districts	Number of districts	Number of pupils enrolled
25,000 or more pupils	8	412, 785
12,000 to 24,999	4	71, 622
6,000 to 11,999	18	145, 775
3,000 to 5,999	64	268, 381
1,800 to 2,999	54	126, 329
600 to 1,799	41	54, 187
300 to 599	4	2, 176
Under 300	1	189
Total	194	1, 081, 444

Projects.—

Research and Statistical Services Provision and Improvement

Total funds: $44,319; staff: 5 professional and 1 nonprofessional.

Division of Planning, Research, and Evaluation has been established under one head, thus bringing together the support activities essential to the development of a long-range program of comprehensive planning. As a result, regular processing of statistical reports from local school districts is being carried on without interruption. Periodic reports and publications are being issued utilizing the statistical data collected. Evaluation capabilities now exist for the department of constructively analyzing functions, procedures, organization, and administration. It is anticipated that this division will have significant impact on improvement of the operation and function of the State Department, ultimately of the school program.

Personnel Services Development

Total funds: $25,092; staff: 2 professional and 1 nonprofessional.

To assist new employees and as an aid in recruitment activities of the State, an Employees' Handbook has been prepared and published. Orientation and inservice training opportunities begun in previous years have been expanded and provided on a larger scale. Many staff members have enrolled in degree or specialized programs on a part-time evening basis in an effort to increase their competencies and effectiveness in carrying out day-by-day assigned activities. Approximately 50 percent of the professional positions have been effected—coordinated through the State Merit System. Upgradings of personnel who had previously left the

State Department of Education for positions in colleges or local school systems have returned to the department as vacancies occur. Also, as a result of improved policies, procedures and related factors, recruitment of new qualified personnel has been facilitated.

Staff Competencies Development

Total funds: $2,502; staff: No additional staff.

Many staff members of the department at the professional, technical, and clerical level have attended degree or specialized study programs during the evening on a part-time basis to improve their competence and efficiency in area of their speciality. Attendance and participation in seminars, workshop and inservice training programs broadened the staff member's knowledge in areas of specific duties and responsibilities. As a result, a large number of personnel have prepared themselves for and received promotions to higher level positions in the department. The programs have proven to be effective in recruitment of new personnel.

Psychological Services Development

Total funds: $12,619; staff: 1 professional and 1 nonprofessional.

Major developments have been the completion of standards and criteria for certification for school psychometrists and school psychologists. Assistance has been provided: For arranging employment settings for 16 newly trained psychological personnel; the development of additional university training programs for school psychological personnel. A survey of public school demand and need for such personnel has been completed.

Providing Leadership for Expansion, Development and Evaluation of Professional Laboratory Experiences for Prospective Teachers

Total funds: $4,905; staff: 1 nonprofessional.

Professional staff was never secured to implement this project. Secretarial service was provided to enable correspondence and other clerical services to be expanded. However, no actual implementation of the purposes of the project was achieved. The project was discontinued July 1, 1968.

Improvement and Expansion of the Educational Program and Services for the Blind and Partially Blind

Total funds: $7,414; staff: 1 professional.

An analysis of the present public school program for visually handicapped children has been completed. An estimate has been made of needs for the future of the program. Plans for meeting these needs have been developed with an estimate of necessary budgetary increases. Consultative help has been given to assist in establishment of regional multisystem programs for the visually impaired. ETV series on education of visually handicapped has been proposed. A film will be developed directed to superintendents, principals, and other school personnel.

Financial Review Section Expansion

Total funds: $10,395; staff: 1 professional and 1 nonprofessional.

New material has been developed for the "Georgia Accounting Handbook for Local School Systems." Considerable material was developed to present to workshops for local school people—transparencies, poster visuals, and pass-out material.

Improvement and Expansion of Administrative Leadership Services

Total funds: $61,271; staff: 2 professional and 1 nonprofessional.

The coordinator of standards and his secretary have edited, revised, and made suggestions to the State Board of Education regarding standards for public schools of Georgia. During 1968, the standards were applied officially to every public school in the State.

School Plant Facilities

Total funds: $8,533; staff: 1 professional and 1 nonprofessional.

As a result of the school plant services section, the State Department of Education has been able to conduct more and better maintenance and custodial workshops, thereby aiding superintendents, principals, maintenance people, custodians, in planning and conducting better programs in the care of the school buildings under their care. Considerable savings to the people have been made.

Development of Accounting, Reporting Systems

Total funds: $22,860; staff: 2 professional.

The personnel resources provided by this project have helped to improve the integrity of reporting financial information and assisted in the developing of a line communication between the accounting personnel and Federal program administrators.

Systems and Data Processing Operation Improvement

Total funds: $48,189; staff: 3 professional.

Improvement and expansion of computer utilization through improved software development and hardware expansion have reduced unit processing costs to one-half of the previous year. Computer utilization has increased from 120 hours to 250 hours per month due to new application programed by additional personnel. Rate has increased from 55 to 72 percent. Response time to requested data processing service for existing programs has been reduced to within 24 hours.

Coordination, Expansion, and Improvement of State Agency Program Study, Planning and Evaluation

Total funds: $25,115; staff: 1 professional and 1 nonprofessional.

The State Board of Education has revised the organizational structure of the department to establish the Office of Deputy State Superintendent of Schools with assigned responsibilities for supervision of a new Division of Planning, Research, and Evaluation in addition to rendering assistance to the State Superintendent of Schools.

Technical Services Consultation Assistance

Total funds: $13,841; staff: 1 professional and 1 nonprofessional.

Among the activities involved in this project have been (1) coordinated development of a comprehensive educational data system; (2) developed system model proposal for forms control, design, and analysis; (3) rendered technical assistance with both operating and data collection instruments; (4) consultation assistance to various groups and committee on a number of projects.

Development of State Agency Leadership in Stimulating Programs for Educational Improvement

Total funds: $17,682; staff: 1 professional and 1 nonprofessional.

During fiscal year 1968, the administration of Title III ESEA was assigned to the Division of Planning, Research, and Evaluation. Major activity focused on the preparation for the State to assume responsibility for administration of the Title III program under the provision of the amendments contained in Public Law 90–247. Activities have included the appointment and organization of a State Advisory Council, the preparation and submission of the State plan for Title III, and recruitment of staff to handle expanded State responsibilities. The division continued to work closely with the Office of Education in review and evaluation of new project proposals and existing proposals.

Expansion and Improvement: Education Program Consultation

Total funds: $179,200; staff: 15.5 professional and 9 nonprofessional.

Major improvement or expansion activities carried on during fiscal year 68 were in mathematics, science, teaching media, music, language arts, social studies, and foreign languages.

Accomplishments include: Topical outline and criteria for mathematics program—K–12; ETV staff and math consultants revised TV program for grades 2 to 6; 2-week summer workshops in nine centers—403 teachers participated; provided assistance to a school system that participated in Regional Curriculum Project (505 Special Project, Public Law 89–10). Inservice activities were conducted in 120 of the 194 local school systems by or through assistance of State department mathematics consultants.

In science, a curriculum guide for junior high school was produced, now ready for distribution. A comprehensive television program for elementary grades is being produced, also visual aids and manipulative devices. Science consultants gave lecture demonstrations in 283 schools to 23,803 students—grades K–12.

Teaching media.—A total of 130 workshops were conducted for teachers, principals, directors of curriculum, and others. In cooperation with the University of Georgia, the department conducted a series of work sessions for superintendents to familiarize them with teaching media programs and possibilities. Assisted the University of Georgia in training 60 audio visual specialists to serve local school systems through an NDEA, Title XI grant.

Language Arts.—An English curriculum guide for K–12 was completed. Its development involved representatives of the public schools and of various colleges and universities. Model English programs were instituted in six school systems on a pilot basis. Inservice programs included nine 1-week reading workshops, nine 1-week English workshops. More than 1,000 teachers participated. In cooperation with the educational television unit, a series of 20 programs were taped for inservice education. A State plan for reading agencies in preparing local curriculum guides has been provided; also in the development of ESEA, Title III proposals and conducting inservice programs. In foreign language, a FLES program has been developed, disseminated to local school systems via ETV. Also developed has been an inservice series of tapes to assist teachers involved in the FLES program; and a ETV series consisting of eight monthly programs on the audio-lingual approach to teaching.

School Food Services Expansion and Enrichment

Total funds: $19,490; staff: 1 professional and 1 nonprofessional.

The project has provided an administrative assistant to food services director, two half-time stenographers for supervisors located away from State office, and travel funds for the State staff. A school food service bulletin, "Fan Fare," was initiated; four issues were released (six times in 1968–69); contains vital information on program regulations, personnel training, administrative procedures. Emergency food and medical assistance was researched and communicated to the schools.

Graphic Art Services, Publications and Editorial Services, and Public Information Services

Total funds: $35,768; staff: 3 professional.

Policies and procedures developed by the Publications and Information Services Division, used for 6 months on a trial basis to ascertain their practicality and utilization value have been restudied by a special information committee. Slight revisions were made before final approval by the Department's Executive Committee. A series of publications on various educational programs has begun. They will be distributed to selected public, policy-making groups and lay public—"Kindergartens" is off the press. Others are: "Title I Programs," "Adult Education." "The Georgia Department of Education's external and internal communications program was improved considerably during the fiscal year 68, although much more needs to be done to accomplish any real measure of success in this area." Quoted from annual report, fiscal year 1968.

Central Clerical—Stenographer Unit

Total funds: $27,320; staff: 1 nonprofessional.

Assistance was provided to the entire State Department of Education in the form of stenographers, clerical services, duplicating, collating, sorting, mailing and telephone service.

Summary

Program funds from Title V, section 503 grants have been employed in a variety of ways designed to improve: research and statistical services and data processing operations; personnel services; staff competencies; psychological services; school plant facilities; planning and evaluation procedures; technical services—consultation assistance; publication, editorial, and information services. However, major portions of the funds have been employed for expansion and improvement of instructional and curriculum consultation services in mathematics, science, teaching media, music, language arts, social studies, and foreign languages. Another area receiving special attention was the improvement and expansion of administrative leadership services.

Hawaii

ANNUAL REPORT UNDER TITLE V, SECTION 503, FISCAL YEAR 1968

State educational agency.—State of Hawaii, Department of Education.

Funds expended or obligated.—$213,704.

Staff engaged, by number of positions.—5 professional; 8 nonprofessional.

Distribution of pupil enrollment and school districts served, by enrollment size of districts.—

Enrollment size of districts	Number of districts	Number of pupils enrolled
25,000 or more pupils	1	165, 789
12,000 to 24,999		
6,000 to 11,999		
3,000 to 5,999		
1,800 to 2,999		
600 to 1,799		
300 to 599		
Under 300		
Total	1	165, 789

Project.—

Strengthening Hawaii Department of Education

Total funds: $213,704; staff: 5 professional and 8 nonprofessional.

The activities supported by this project were directed toward the development of intensive long and short range educational planning for the State of Hawaii. These activities produced the comprehensive report entitled, "Toward a General Plan for Public Education in Hawaii." This primary objective was supplemented by the appointment of task forces of selected administrative interns who developed major objectives and administrative handbooks in the general functional areas such as:

A. Foundation program for public schools of Hawaii for the Office of Instructional Services.

B. Management systems and management reporting for the Office of Business Services.
C. Personnel policies and procedures for the Office of Personnel Services.
D. Information and data management designs for the Office of Research.

Idaho

ANNUAL REPORT UNDER TITLE V, SECTION 503, FISCAL YEAR 1968

State educational agency.—Idaho State Department of Education.

Funds expended or obligated.—$265,386.

Staff engaged, by number of positions.—14 professional; 11.16 nonprofessional.

Distribution of pupil enrollment and school districts served, by enrollment size of districts.—

Enrollment size of districts	Number of districts	Number of pupils enrolled
25,000 or more pupils		
12,000 to 24,999	1	20, 811
6,000 to 11,999	4	34, 356
3,000 to 5,999	12	47, 113
1,800 to 2,999	10	22, 291
600 to 1,799	41	42, 032
300 to 599	20	8, 214
Under 300	32	4, 767
Total	120	179, 584

Projects.—

Data Processing, Research, Public Relations, Statistics

Total funds: $110,387; staff: 5 professional and 6 nonprofessional.

Data Processing.—Carried out the development and implementation of revised accounting codes and financial procedures of public school districts. Local educational agencies initiated the new accounting codes in their financial records. The fiscal year 1968 annual reports were prepared on forms revised to accommodate the changes. The codes are now compatible with those found in the handbook entitled *Financial Accounting for Local and State School Systems,* a publication of the Department of Health, Education, and Welfare. The State educational agency expanded its data processing capabilities to process financial and statistical data for local educational agencies. Initiated revised reporting of professional personnel.

Research and Statistics.—Made a study of school dropouts in the public schools of Idaho. Conducted various research and statistical studies to provide information for State task force committees on education.

Public Relations.—Provided a continual news release of department activities and activities of selected school districts for the news media. Established mailings for the weekly newspapers. Produced a semiannual news letter for mailing to school district personnel and trustees.

Instructional Services and Professional Leave

Total funds: $154,999; staff: 9 professional and 5.16 nonprofessional.

Provided direct leadership in the preparation of a guide for elementary school music. Continued consultative and technical services in the areas of teacher education and certification, secondary reading and English, and mathematics. Disseminated information about programs. Continued supervisory and related services previously carried on under Title III of NDEA in the areas of science, modern foreign language, elementary reading and English, and elementary and secondary social studies. Three staff members were granted professional leave to improve their competencies.

Summary

Over the period of Title V, section 503 grants, program funds have been employed largely for providing consultative and technical services to local educational agencies and for strengthening departmental data processing and statistical services. In fiscal year 1968, most project activities were continued from fiscal year 1967, the exceptions being those activities transferred to Title V which were formerly under Titles III and X, section 1009, of NDEA.

Illinois

ANNUAL REPORT UNDER TITLE V, SECTION 503, FISCAL YEAR 1968

State educational agency.—State of Illinois, Office of the Superintendent of Public Instruction.

Funds expended or obligated.—$944,420.

Staff engaged, by number of positions.—63 professional; 56 nonprofessional.

Distribution of pupil enrollment and school districts served, by enrollment size of districts.—

Enrollment size of districts	Number of districts	Number of pupils enrolled
25,000 or more pupils	3	648, 286
12,000 to 24,999	7	125, 177
6,000 to 11,999	38	315, 940
3,000 to 5,999	76	317, 133
1,800 to 2,999	104	241, 282
600 to 1,799	385	397, 502
300 to 599	241	106, 807
Under 300	496	67, 472
Total	1, 350	2, 219, 599

Projects.—

Major State Education Agency development, improvement, or expansion activities carried out during the fiscal year:

State Agency Program and Organizational Planning and Development

Total funds: $271,496; staff: 15 professional and 11 nonprofessional.

The State Education Agency initiated a revision of the organizational structure of the office creating new divisions and departments directed by professional personnel. It also employed a number of professional and nonprofessional support staff members. This change in administrative organization and in the size of staff resulted in greater effectiveness in meeting the needs of the State, especially in the areas of research, school district organization, accounting, publications, and teacher certification. In addition, the staff developed a set of evaluative criteria for the improvement of the office and conducted a self-evaluation program.

Regional Educational and Cultural Center Development.

Total funds: none; staff: none.

Continued efforts to develop the Regional Educational Center concept including the identification of purpose, types or services, personnel needed, site location, and relation between State office and regional center.

Educational Information Data Center

Total funds: $106,752; staff: 5 professional and 9 nonprofessional.

Expanded the services of the computer center to the other departments within the office. Among the areas in which the office brought systems to various stages of development were: Internal accounting, driver and safety education, adult education, applications and evaluations, and school lunch.

Instructional Materials Center Development

Total funds: $22,615; staff: 3 professional and 2 nonprofessional.

Expanded and refined the services of the Instructional Materials Center. It serves as an avenue for the dissemination of information, the development of audio and visual materials and the centralization of professional material. Fully equipped with a librarian, a graphic artist, and an audiovisual technician, the center has facilities and equipment for producing filmstrips, and programed material. The library collection has doubled in size and use. All office divisions have utilized the graphic part of the center in designing bulletins, charts, brochures, filmstrips, teaching materials, and other materials relating to the publication aspect of the Office.

Leadership, Consultative, and Technical Service Planning and Development Program

Total funds: $189,442; staff: 10 professional and 7 nonprofessional.

Developed in coordination with the Illinois Bell Telephone Co., a concentrated statewide inservice program entitled "Dial for Educational Information System." This consisted of a series of weekly taped commentaries on crucial educational problems. Through these means the office placed greater emphasis on coordinating local efforts in self-evaluation, curriculum revision and in use of regional resources. In addition, the staff was able to give greater assistance in developing county curriculum councils, listening post programs and the implementation of State curriculum materials.

Special Cultural Programs and Services

Total funds: $41,760; staff: 1 professional and 2 nonprofessional.

The State agency made available to 22 different counties an art resources traveler mobile unit consisting of 21 pieces of original art loaned by five major galleries. Prior to its arrival in each county, a teaching kit consisting of a filmstrip, recording, teacher's manual, reproductions, and posters were sent to and used by the schools. Inservice programs and workshops were held in the unit. The unit was scheduled during the day on 30-minute intervals for students and was available to adults during the evenings.

Educational Television Special Project Development

Total funds: $8,704; staff: 2 professional and 1 nonprofessional.

The mobile television unit served approximately 25 inservice teacher training workshops of approximately 1 week in length during the 1967–68 school year. The staff used it also in assisting in a 6-week instructional television production and utilization workshop in DeKalb.

Competency Development Program for State Staff

Total funds: $9,390; staff: none.

The division of pupil personnel services and division of instruction of the State agency held two workshops. One workshop involved the professional staff and was concerned with professional negotiations while the second was held for the supporting staff.

Leadership, Consultative, and Technical Services of Title III, NDEA

Total funds: $251,164; staff: 27 professional and 24 nonprofessional.

The Office of Education consultants developed publications, including subject matter handbooks for use in inservice workshops and revised handbooks, guidelines, and bibliographies. They conducted surveys in mathematics, physics, and consumer education. The staff also organized workshops, such as the interdisciplinary workshop; teaching cultural themes of Latin America, and held a conference of chairman of education and foreign language departments in teacher training institutions to develop standards for foreign language education.

Improvement of Statistical Services

Total funds: $43,097; staff: none.

The funds received under Title V, section 503 were substituted for the original Title X, NDEA funds and were used to continue the improvement of the data processing activities in the Office of the Superintnedent of Public Instruction. The use of the data center made it possible to process State and Federal claims accurately and promptly and to provide summary reports to all departments quickly.

Summary

The State Education Agency, through the assistance of Title V, section 503 grants, has increased the efficiency of the office by improving the administrative organization and increasing the size of the professional and nonprofessional staff. It has expanded greatly the resources available to students, teachers, and many other citizens through the Regional Educational Center, the Instructional Materials Center, a mobile television unit and an art resources mobile unit.

The development of a concentrated statewide inservice program, including an emphasis on workshops, conferences, surveys, and publications has made it possible for the Office of Education to place greater emphases on the improvement of local school efforts in self-evaluation and curriculum development and to coordinate these efforts with those of the State office.

Indiana

ANNUAL REPORT UNDER TITLE V, SECTION 503, FISCAL YEAR 1968

State educational agency.—State of Indiana, State Department of Public Instruction.

Funds expended or obligated.—$337,924.48.

Staff engaged, by number of positions.—27 professional; 20 nonprofessional.

Distribution of pupil enrollment and school districts served, by enrollment size of districts.—

Enrollment size of districts	Number of districts	Number of pupils enrolled
25,000 or more pupils	5	261, 518
12,000 to 24,999	9	147, 402
6,000 to 11,999	20	173, 992
3,000 to 5,999	48	193, 415
1,800 to 2,999	75	173, 475
600 to 1,799	140	172, 870
300 to 599	51	21, 793
Under 300	52	7, 111
Total	400	1, 151, 576

Projects.—

Major State Education Agency development, improvement, or expansion activities carried out during the fiscal year:

State Agency Study, Planning, and Information

Total funds: $14,601.05; staff: 1 professional.

A. Formation of study committees and group conferences to define the goals and objectives of the SEA and to develop methods and techniques for meeting same in the areas of: Departmental structure and organization; school budgeting and finance; school construction and finance; postsecondary educational needs; curriculum need; and other related subjects.

B. Employment of legal counsel with knowledge and experience in school laws to advise the State superintendent and his staff with respect to departmental questions and local school questions.

C. Formation of a public information office with an experienced editorial staff member and the development of a regular monthly publication of an educationally oriented nature.

Internal Administration

Total funds: $42,159.23; staff: 1 professional and 3 nonprofessional.

A. A Deputy Superintendent was employed and has functioned as the chief assistant administrative officer to the State Superintendent.

B. A centralized professional library has been established for use by the professional staff within the SEA.

C. Upgrading and supervision was provided for the SEA graphic arts section through employment of a supervisory semiprofessional person and acquisition of new duplicating equipment.

Educational Information and Research Service

Total funds: $26,145.88; staff: 1 professional and 2 nonprofessional.

A professional person to specialize in educational research and a data processing programer were employed to provide expansion in these areas. Output techniques were redesigned and upgraded to provide more meaningful data for research and dissemination activities.

School Finance

Total funds: $30,971.42; staff: 2 professional and 1 nonprofessional.

Two professional persons were employed as field consultants under this program and were very involved in providing consultive services to LEA's in the areas of school budgeting, finance, and reporting. Also, they assisted in the internal activities of the LEA in study and analysis of statewide school finance problems.

Improvement of Teacher Education, Certification and Recruitment

Total funds: $43,067.30; staff: 2 professional and 1 nonprofessional.

A. An assistant director for certification and licensing was employed to provide professional leadership in the internal activities of the Division of Teacher Certification and Licensing.

B. An assistant director for teacher education and recruitment was employed to develop interest of students in teacher training, and to develop teacher recruitment programs.

Improvement of Curriculum and Instructional Program

Total funds: $110,003.92; staff: 8 professional and 3 nonprofessional.

Eight curriculum specialists within various subject areas were employed to form the nucleus of a Division of Curriculum. Under this division, curriculum guides have been developed and published, inservice workshops have been held in many LEA's throughout the State, and SEA leadership has been greatly enhanced in the field of instructional services.

Schoolhouse Planning

Total funds: $17,082.36; staff: 1 professional and 1 nonprofessional.

A field consultant was employed to serve the LEA's of the State in all phases of schoolhouse facilities including preliminary planning, site selection, final plans, construction, etc. The incumbent also assisted in several schoolhouse seminars held throughout the State.

School Traffic Safety and Transportation

Total funds: $10,813.97; staff: 1 professional.

A school traffic advisor was employed to assist the director of school traffic safety in activities directed to research and planning in the area of school traffic safety and school transportation. The incumbent specialized in planning and directing workshops and seminars on schoolbus transportation and safety programs and worked with governmental and industry officials in revising safety standards and specifications for buses.

Supporting NDEA Title III Activities

Total funds: $7,633.23; staff: 7 professional and 4 nonprofessional.

The total program under which this project operated was the administration of NDEA Title III. So that State matching funds could be fully utilized, the Federal grant under NDEA III was supplemented by Title V funds. By this technique, the total program was maintained at a level which provided curriculum specialists for administration. The total program included employment of seven professional employees who were involved in administrative activities such as project evaluations, approvals, and onsite reviews of acquisitions.

Strengthening Data Processing Services

Total funds: $35,446.12; staff: 3 professional and 5 nonprofessional.

This project reflects continuation of the activities that were formerly funded under NDEA Title X. It includes operation of the data processing division within the SEA and utilizes 50 percent matching State funds to cover the total cost of the program. The total program includes internal data processing related to school finance, school enrollments, teacher licensing, etc., as well as updating programs and writing new programs for data processing activities.

Summary

This Department has been able to increase its capacity to better serve the needs of the local educational agencies in the State and also to better serve the needs of the agency itself.

Study committees have defined goals and objectives for the SEA. Department structure has been reorganized into major areas. Legal counsel has been employed to handle departmental and local agency questions.

Major emphasis has been placed on internal administration, educational information and research service, school finance, improvement of teacher education activities, improvements in curriculum and instructional services, school plant planning, transportation, and data processing services.

Iowa

ANNUAL REPORT UNDER TITLE V, SECTION 503, FISCAL YEAR 1968

State educational agency.—State of Iowa, Department of Public Instruction.

Funds expended or obligated.—$349,590.

Staff engaged, by number of positions.—20 professional; 9 nonprofessional.

Distribution of pupil enrollment and school districts served, by enrollment size of districts.—

Enrollment size of districts	Number of districts	Number of pupils enrolled
25,000 or more pupils	1	40, 776
12,000 to 24,999	5	97, 958
6,000 to 11,999	10	79, 165
3,000 to 5,999	13	50, 645
1,800 to 2,999	44	98, 079
600 to 1,799	212	198, 750
300 to 599	150	68, 039
Under 300	43	6, 371
Total	478	639, 783

Projects.—

The Iowa Plan for Strengthening the State Educational Agency Through Statewide Study, Evaluation and Planning of Elementary-Secondary Education; Agency Study, Evaluation, and Planning; Inservice and Related Improvements of Agency Staff Competencies; Services to Local School Districts; and Public Information and Dissemination.

Total funds: $349,590; staff: 20 professional and 9 nonprofessional.

Major State education agency development, improvement, or expansion activities carried out during the fiscal year:

Statewide study, evaluation, and planning of elementary-secondary education.—This study, begun in fiscal year 1966, was continued during fiscal years 1967 and 1968; contracts for services of expert consultants from Iowa graduate schools continued; printout data made available to schools; progress made on designing a method for repetitive evaluation of elementary and secondary education in Iowa; criteria established against which to evaluate the elementary and secondary schools of Iowa now and reevaluate them over a period of years; and progress made on a publication to present data collected during the study, interpret it, and make recommendations based thereon.

Strengthened administrative structure.—Associate superintendents originally employed in fiscal year 1966 as planned continued to serve in the capacities described in application for Title V funds for each year. Weekly cabinet meetings of assistant superintendents with associate superintendents continued as the agency within the staff to plan and coordinate the work of the entire Department.

Planning and development staff.—The planning and development staff, reporting directly to the State Superintendent of Public Instruction and free from obligations to carry on regulatory functions of the department, continued to devote its energies to planning, development, and resource services to the administration, staff, State Board of Public Instruction, the Iowa State General Assembly.

Sixteen areas for improvement of education.—Administrators in each of 16 areas of the State along with a coordinating council which includes representatives of schools of education in universities within the State offering graduate study continued to provide a viable vehicle for cooperative, two-way approaches to the identification and solution of Iowa's educational problems on a long-range basis. Monthly meetings of the coordinating group in the conference room of the department continued to be held, and these meetings were made possible by Title V funds.

Publications and educational media.—Use of publications and educational media improved markedly during the year as a result of a continuation of the increased staffing and acquisition of equipment both made possible by added financial resources made available through Title V funds. One example of the type of publication made possible by these funds was the completion of the preparation of a new handbook on early childhood education: *A First Step in Education . . . Nursery School.*

Contributions of new, improved, or expanded activities to strengthening the State Department of Public Instruction.

The activities carried out under this project have contributed in a highly significant manner to the strengthening of the Iowa State Department of Public Instruction. The department has been enabled to establish and maintain an administrative structure which is able to meet more adequately than before the continually mounting load of service and leadership functions with which it is faced. Associate superintendents, planning and development consultants, and consultants in special areas of school service were added to the staff in fiscal year 1966 and continued in fiscal years 1967 and 1968. The study of elementary and secondary education, begun in fiscal year 1966, continued during fiscal years 1967 and 1968, and is to be continued during fiscal year 1969. Improved services of collection, publication and dissemination of educational information continued during fiscal year 1968.

Title V funds and the activities associated with the filing of annual applications have both stimulated and made possible meaningful long-range planning on the part of the department. This planning reveals the need for a greatly expanded allotment of Title V funds for the years ahead. The study of elementary and secondary education needs to be continued and expanded so that it can serve as an ongoing basis for determining educational needs in Iowa. Funds are needed for the further development of competencies of the members of the professional staff; the department's competitive position with respect to salaries of professional and clerical staff must be improved; and added personnel to broaden and increase professional consultative services in subjects and special service areas needed by local school districts and regional educational agencies is strongly needed.

Summary

The department has continued to add personnel in special fields of instruction. By the addition of a specialist in the field of art, the department now has a specialist in every major area of instruction.

A planning and development staff has been established. These staff members are free from administrative duties or other routine matters of operation of the several departments. They function in special planning and development capacities related to the area of their assignments.

Kansas

ANNUAL REPORT UNDER TITLE V, SECTION 503, FISCAL YEAR 1968

State educational agency.—State of Kansas, State Department of Public Instruction.

Funds expended or obligated.—$353,782.

Staff engaged, by number of positions.—21.3 professional; 16.5 nonprofessional.

Distribution of pupil enrollment and school districts served, by enrollment size of districts.—

Enrollment size of districts	Number of districts	Number of pupils enrolled
25,000 or more pupils	2	105, 419
12,000 to 24,999	2	42, 070
6,000 to 11,999	5	40, 241
3,000 to 5,999	21	86, 479
1,800 to 2,999	26	59, 586
600 to 1,799	146	139, 359
300 to 599	94	43, 773
Under 300	64	10, 491
Total	360	527, 518

Projects.—

Major State Education Agency development, improvement, or expansion activities carried out during the fiscal year:

Statistical and Data Processing Services

Total funds: $65,147; staff: 2 professional and 6.5 nonprofessional.

A. Further revision of data collection forms has been made.

B. Teacher data cards for approximately 40,000 teachers have been punched and information is being placed on tape.
C. Information on school finance, budgeting, and reporting has been presented at two administrator seminars and a series of workshops and conferences.
D. Much special research information has been developed for the State legislature.
E. The Kansas School Accounting Manual has been updated.
F. An additional verifier has been added to the automatic data processing room.

State School Finance

Total funds: $11,002; staff: 1 professional.

A. Field auditing activities have been extended to several projects under Title III, Public Law 89–10.
B. Local accounting problems have been studied and guidelines developed and distributed to help correct them.
C. The assistant employed to work with the director of the school finance section continues to direct the work of five field auditors and to give valuable help to the director in much detailed work of the office.

General Administration

Total funds: $92,877; staff: 5.3 professional and 5 nonprofessional.

A. The department attorney has compiled and published a summary of the 1967 school laws of Kansas and presently is developing a complete volume of all Kansas school laws.
B. A 117-page publication of *Kansas Educational Progress, 1858–1967* has been produced and distributed.
C. Guidelines for pupil transportation have been distributed, cost accounting initiated, local surveys provided, and consultative assistance given through busdriver clinics and direct work in local districts.
D. Two 2-day seminars have been held for school district superintendents, with a total attendance of 301 persons.
E. Various area meetings and conferences for administrators have been sponsored or assisted by personnel under this project.
F. Much needed printing and Xeroxing has been provided through this project.

Teacher Certification

Total funds: $57,920; staff: 6 professional and 2 nonprofessional.

A. A staff of five certification specialists has completed the first phase of analyzing and recording teacher records for transfer to computer tape. The second phase of updating the data is now in progress.
B. The consultant for teacher education programs has done valuable field work and research on student practice teaching and professional education programs.
C. Teacher supply-demand studies have been completed for 1968.

Elementary and Secondary School Accreditation

Total funds: $30,460; staff: 2 professional and 1 nonprofessional.

A. Comprehensive evaluations were conducted for approximately 45 secondary schools.
B. An elementary school evaluation guide has been developed and the second phase of field testing begun.
C. Two handbooks on school evaluation have been produced.
D. Approximately 1,200 schools have been visited by the four staff members during the 1968 fiscal year.

School Curriculum Improvement

Total funds: $96,376; staff: 5 professional and 2 nonprofessional.

During fiscal year 1968 those supervisory positions financed in part by NDEA Title III were included in this project. Further, the activities in the areas of music, art, and industrial arts have complemented the older activities of the curriculum section for general improvement of instruction. The additional staff members have reinforced the statewide series of curriculum conferences and have assisted in developing instructional guides. Special activities in art and in music have been developed.

Summary

Over the period of Title V, section 503 grants, program funds have been employed largely in expanding the leadership and services provided by the Kansas State Department of Public Instruction in practically all areas of its operation. Perhaps one of the chief values has been the process of assessing and reassessing the needs, functions, and operations of the department, as well as setting priorities for action and expansion.

Kentucky

ANNUAL REPORT UNDER TITLE V, SECTION 503, FISCAL YEAR 1968

State educational agency.—Kentucky Department of Public Instruction.

Funds expended or obligated.—$417,806.00.

Staff engaged, by number of positions.—25 professional; 26 nonprofessional.

Distribution of pupil enrollment and school districts served, by enrollment size of districts.—

Enrollment size of districts	Number of districts	Number of pupils enrolled
25,000 or more pupils	2	128, 208
12,000 to 24,999	2	39, 384
6,000 to 11,999	16	119, 575
3,000 to 5,999	40	171, 871
1,800 to 2,999	58	140, 257
600 to 1,799	63	76, 664
300 to 599	18	7, 798
Under 300	3	685
Total	202	684, 442

Projects.—

Instructional Services

Total funds: $116,550; staff: 10 professional and 3 nonprofessional.

(1) Division of Instructional Services:

Total funds: $56,138; staff: 5 professional and 2 nonprofessional.

(2) NDEA Title III Supervision:

Total funds: $60,412; staff: 5 professional and 1 nonprofessional.

The addition of project personnel for elementary education provided more school visits and consultative services, resulting in greater enrichment of programs and improved inservice activities at the local level. In secondary education, programs and curricula were designed to meet the needs of youth. Evaluation and accreditation were improved. The high school dropout rate declined. At the State level there was emphasis on evaluation of programs and instructional improvement, especially for educationally and economically deprived children. Expanded leadership and services, with less emphasis on inspection, improved the image of the State Department of Education.

Still needed was a systemwide evaluation scheme, as well as expansion of supervisory program in language arts, foreign languages, social studies, reading, and early childhood education.

Administration and Finance

Total funds: $150,017; staff: 8 professional and 9 nonprofessional.

(1) Bureau of Administration and Finance:

Total funds: $103,729; staff: 7 professional and 8 nonprofessional.

(2) NDEA Title X:

Total funds: $46,288; staff: 1 professional and 1 nonprofessional.

Computer services.—Service was offered to all local districts in standardized test scoring and analysis of the California Achievement Intelligence Battery. Completed experimental project which used optically scanned forms for collection of local district staff data. Development and refinement of several data processing systems was continued, including vocational rehabilitation, departmental accounting, Kentucky Foundation program calculation, school lunch, and vocational education. Flexible class scheduling service was provided on an experimental basis; and techniques for receipt, processing, and dissemination of local district information were improved. Every division within the State department now received computer generated reports, which facilitated proper administration. As State data files grew in size and use, local district reporting requirements were easing.

Statistical services.—The Facilities Survey Section was implemented and 44 surveys were conducted in cooperation with other divisions of the department. The Statistical Services cooperated with Computer Services in improvement of a system of preventing duplication in information retrieval for special requests. A survey was conducted of sample bulletins to determine utilization and suggestions for improvement. Expansion continued in the subject areas of bulletins published to provide data for administrators. The Statistical Services increased the leadership and service role of the State Department by aiding in the planning process for long-range improvement of facilities.

Building and grounds.—The second printing of the custodial manual was completed; more workshops in local districts on maintenance and operation of facilities were conducted; specifications for custodial supplies and equipment were prepared and distributed to local districts; a program was initiated and materials were prepared for surveys of maintenance and operation of local districts facilities; and area trade schools were assisted with custodial training classes.

Pupil transportation.—Techniques and guidelines for a comprehensive survey of pupil transportation in local school districts were developed. Surveys for eight districts were made, resulting in significant improvements. The State schoolbus driver training program was offered to 25 percent more drivers than in the previous fiscal year, a service which many local districts could not provide. Additional sequences were prepared for a schoolbus safety film to serve as a training aid for local schoolbus drivers. Revision of the State regulations relating to schoolbus depreciation provided more equitable calculation of costs for school bus replacements.

Division of finance.—Inservice training was conducted for new local school superintendents, their assistants, school business officials, and bookkeepers to improve administrative and business practices. A new manual of instruction was developed for the State's uniform school accounting system, accompanied by workshops for local personnel in the use of the manual. Consultative service was provided in machine accounting and inservice training in the use of a uniform system of accounting for school student activity funds. In process were the evaluation and revision of forms and procedures used by local school districts reporting financial data to the State Department. The department furnished to legislators materials and results of studies and surveys on the financing of public education.

Bureau of Pupil Personnel Services

Total funds: $23,461, staff: 2 professional and 1 nonprofessional.
(1) Pupil accounting:
  Total funds: $13,819; staff: 1 professional and 1 nonprofessional.
(2) School lunch:
  Total funds: $9,642; staff: 1 professional.

Pupil accounting.—Guidelines were approved for the preparation and certification of school social workers. State board regulations provided an orderly transition from the position of visiting teacher (attendance worker) to a school social worker program. Inservice training for all attendance personnel in each educational district, and workshops for directors of pupil personnel were conducted. Assistance was given to local school officials establishing and improving school social worker programs. Information on causes of dropouts was collected, analyzed, and disseminated to various agencies. These activities helped to increase the attendance of economically deprived childern and to lower the dropout rate.

School lunch.—The expansion of school food services during past years without additional staff members weakened the supervisory program. The addition of a staff member this year helped to alleviate the shortage of supervisory personnel.

General Administration and Services

Total funds: $127,777; staff: 5 professional and 16 nonprofessional.
(1) **Budget: $11,754; staff: 1 professional and 1 nonprofessional.**
(2) **Business management: $44,255; staff: 1 professional and 8 nonprofessional.**
(3) **Personnel management: $10,242; staff: 2 professional.**
(4) **Research and development: $12,026; staff: 1 professional and 2 nonprofessional.**
(5) **Legal and legislative services: $24,900; staff: 1 professional and 1 nonprofessional.**
(6) **Public information services: $24,600; staff: 1 professional and 2 nonprofessional.**

Departmental finance and services.—The change of accounting to a computerized system was updated and completed to provide program directors with reliable statistical and financial data when needed. This department was still unable to secure a budget specialist because of the inadequate State salary schedule.

Personnel management.—Progress was made on updating the departmental personnel policies handbook, modifying the files system to accommodate a microfilm system, and streamlining EDP procedures. Mechanically, the ingredients for strengthening the department were present, but full cooperation was needed from all assistant superintendents to place complete authority for development and control of the personnel system in the personnel division.

Legal and legislative services.—The major contribution was in new legislation. The director drafted or reviewed all school legislation as a member of a joint committee which spent several months preparing legislation for the 1968 Kentucky General Assembly. Daily legislative status reports were sent to each school district and State education officials. Preparation was also begun on a 1968 legislative supplement to be sent to each of Kentucky's 1968 school districts.

Publication information services.—The publication program was expanded to provide information on the federally supported programs under ESEA Title V. Several publications were designed, written, and edited, including *Inside Kentucky, The Biennial Report of the Superintendent of Public Instruction, The Archives Report,* and the *Staff Directory.*

The weekly television program in color was taped to be shown on a regular basis on television stations in all parts of the State, reaching 213,400 homes a week. The variety of programs was extended to include local school districts with federally supported programs. Much of this expansion and improvement of quality was made possible through the cooperation of State bureaus and coordinators of ESEA programs.

A major improvement in the activities of the library was the organization, classification, and cataloging of documents in the Kentucky Department of Education Archives Room, which houses the historical documents of the department from 1810 to the present. A listing of historical materials in the Archives Room was published and distributed to college and public libraries in Kentucky.

Graphic arts services in layout and design by the department artist gave the department's publications a professional appearance comparable to publications of high quality. A headliner and varityper were added to the graphic arts section.

New equipment and supplies were purchased for the photographic services, making possible the weekly half-hour color television program of the department. Production of on-the-spot photographs, slides, and films of educational activities within the the department and in other areas of the State greatly strengthened the dissemination of information.

Research and development.—The major activities were coordination of programs, new program development, and expanded supporting services to bureaus and divisions of the State agency. Among these were coordination of the Title V, ESEA programs with the Appalachian Educational Laboratory in the development of a model educational cooperative in an eight-county area. Periodic surveys and studies of trends of six basic curriculum areas were in process or completed. Assistance was given to the Civil Rights Division in preparation of a research proposal for the technical assistance program. The department participated in the Region III Interstate Project and development of the Title III ESEA State Plan. Assistance was given to the Bureau of Pupil Personnel Services in the development of a Title IV research proposal to develop a model and field test a unifying team concept for pupil personnel services.

Unsolved problems, largely internal in nature, and common to other bureaus and divisions, were created by the fact the department lacked autonomy in two vital governmental functions now handled by other State agencies, namely, the classification and employment of personnel, and the establishment of a salary structure adequate to attract and hold personnel in competition with other agencies in Kentucky and nearby States.

Summary

Projects from previous years were carried on and expanded. Instructional services were increased, emphasizing leadership and consultative roles. The focus was on instructional improvement through enriched programs and services, with special attention to educationally and economically deprived children. Projects in administration and finance contributed to a rapidly expanding State testing program, State and bureau-level data processing systems, statistical information services, maintenance of school facilities, better management practices in pupil transportation, schoolbus driver training programs, and inservice training for local administrative and business personnel. Pupil personnel services were strengthened by new staffing patterns and professional development programs, which helped to increase the attendance of economically deprived children and to lower the dropout rate.

General administration and departmental services were focused on relatively new programs, with the exception of the completion of the changeover of accounting to a computerized system. New programs to meet critical needs were in such services as legal and legislative, multimedia information, professional library, and research, coordination, and development services.

Louisiana

ANNUAL REPORT UNDER TITLE V, SECTION 503, FISCAL YEAR 1968

State educational agency.—Louisiana State Department of Education.

Funds expended or obligated.—$473,630.

Staff engaged, by number of positions.—25 professional; 28 nonprofessional.

Distribution of pupil enrollment and school districts served, by enrollment size of districts.—

Enrollment size of districts	Number of districts	Number of pupils enrolled
25,000 or more pupils	6	333, 608
12,000 to 24,999	10	173, 349
6,000 to 11,999	25	208, 717
3,000 to 5,999	20	89, 225
1,800 to 2,999	4	9, 717
600 to 1,799	3	4, 043
300 to 599		
Under 300		
Total	68	818, 659

Project.—

Strengthening and Improving Administration and Supervision in the Louisiana State Department of Education

Total funds: $473,630; staff: 25 professional and 28 nonprofessional.

Expanded supervisory services in the areas of elementary education, foreign languages, social studies, mathematics, science, health, safety and driver education, student teaching, and school accreditation. Held workshops on foreign languages. Activities were carried out to improve general administrative functions; namely, the graphic arts, purchasing, school transportation, administration and research, and data processing. Brought about the beginning of programs in evaluation, dissemination, and demonstration. Expanded work on program guides. Developed courses of study and handbooks.

Summary

Over the period of Title V, section 503 grants, program funds have been employed largely for providing supervisory services to local educational agencies and for strengthening general administrative functions in the department. In fiscal year 1968, most of the project activities were continued from fiscal year 1967, the exceptions being those activities transferred to Title V which were formerly funded under Titles III and X, section 1009, of NDEA.

Maine

ANNUAL REPORT UNDER TITLE V, SECTION 503, FISCAL YEAR 1968

State educational agency.—Maine State Department of Education.

Funds expended or obligated.—$223,689.

Staff engaged, by number of positions.—19.4 professional; 16.3 nonprofessional.

Distribution of pupil enrollment and school districts served, by enrollment size of districts.—

Enrollment size of districts	Number of districts	Number of pupils enrolled
25,000 or more pupils		
12,000 to 24,999	1	13, 711
6,000 to 11,999	1	7, 341
3,000 to 5,999	11	44, 623
1,800 to 2,999	23	54, 193
600 to 1,799	64	72, 851
300 to 599	36	14, 888
Under 300	198	17, 087
Total	334	224, 694

Projects.—

Inservice Improvement of Professional Staff

Total funds: $130,728; staff: 0.

Selected staff members have been granted leave of absence to complete residency requirements for advanced degrees. Individuals granted their leave have shared experiences with others on return by reporting on new developments, innovations, and teaching practices, thereby increasing leadership potential of the department staff. This program has also strengthened the retention power of the department.

Improving Coordination of Federal-State Programs

Total funds: $12,953; staff: 2.

A coordinator of Federal programs has become familiar with Federal aid to education programs and supplies information to department staff. He maintains liaison with the Maine Congressional Delegation and U.S. Office of Education. Workshops have been conducted for local school administrators and information provided to conferences of school board associations, colleges and universities, and other groups, institutions, and individuals discussing information on Federal programs.

Developing a Fine Arts Program

Total funds: $25,342; staff: 3.

Fine arts supervisor has studied current programs and needs in order to develop new music and art programs, with accompanying courses of study and curriculum guides. Inservice education programs have helped educators to improve their skills and appreciation in these areas, including the integration of these subjects with other subject fields.

Curriculum Development

Total Funds: $15,052; staff: 3.

Guidelines are being established so that the ultimate objectives for an elementary curriculum will lead to acceptable accreditation standards.

Improving Teacher Certification

Total funds: $11,426; staff: 2.

Employment of a credentials evaluator has resulted in an almost total reduction in the backlog of applications for certification now pending in the department. Assistance has been provided to teachers wishing to upgrade their status by suggesting programs to meet their needs.

Secondary Education Supervision

Total funds: $4,439; staff: 1.

Continues to expand supervisory services at the secondary level, especially evaluation and accrediting, and inservice education. Teaching materials, educational bulletins, and courses of study have been prepared and distributed to secondary school teachers.

Science, Mathematics, Modern Foreign Languages, English, Social Studies, and Reading

Total funds: $40,002; staff: 10.

Continues supervisory services in these critical subjects (NDEA III) through conferences, preparation of materials, inservice education, and direct supervision in the classroom. Consultative services are being expanded in areas of curriculum revision and inservice training, as well as specialized assistance in laboratory and instructional materials and equipment planning.

Improvement of Research and Statistical Service

Total funds: $49,164; staff: $12\frac{11}{15}$.

Continues to provide basic administrative data in finance and pupil and teacher accounting. Technological support is planned to assist local education agencies as they enter the data processing field. An expanded, concentrated program in data processing is anticipated.

Printing and Dissemination of Curriculum Material, Duplication Center Personnel, Duplication Center Equipment

Total funds: $11,383; staff: 2.

These three projects continue in the program of updating curriculum and instructional material for distribution to local educational agencies. The duplication center was established to meet a long-standing department need.

Bureau of Finance—Equipment

Total funds: $23,200; staff: none.

Electronic accounting equipment provides instantly updated records of all appropriation accounts. Code symbols necessary to convert transaction from the State financial coding to that required for Federal reports were introduced, to provide increased efficiency in withdrawals under Letter of Credit procedures.

Summary

Over the period of Title V, section 503 grants, program funds have been employed for general administration; statistics and data processing; developing State and local education agency competencies; program planning and research; and instruction improvement for local education agencies. In fiscal year 1968, five projects were continued from fiscal year 1967, with four new projects, and two projects transferred to Title V from Titles III and X, section 1009, of NDEA.

Maryland

ANNUAL REPORT UNDER TITLE V, SECTION 503, FISCAL YEAR 1968

State educational agency.—Maryland State Department of Education.

Funds expended or obligated.—$462,140.

Staff engaged, by number of positions.—47 professional; 10.5 nonprofessional.

Distribution of pupil enrollment and school districts served, by enrollment size of districts.—

Enrollment size of districts	Number of districts	Number of pupils enrolled
25,000 or more pupils	5	610, 912
12,000 to 24,999	6	107, 729
6,000 to 11,999	6	54, 666
3,000 to 5,999	7	31, 722
1,800 to 2,999		
600 to 1,799		
300 to 599		
Under 300		
Total	24	805, 029

Projects.—

Staff Development

Total funds: $34,541; staff: 29 professional (and entire State Department professional personnel in conference).

Twenty-five staff members participated in the tuition reimbursement program, working toward master's or doctoral degrees. One staff member, among four who were granted educational leave, received his doctorate. The Third Annual Staff Development Conference, held at Ocean City, focused on urban education, with emphasis on Baltimore City public schools. Among the purposes of the conference was the elimination of traditional barriers between the State agency and urban school systems. The conference served to define tasks implied by the legal and professional responsibility of the State agency in educational and societal programs, especially in Baltimore.

Statewide Planning

Total funds: $60,965; staff: 3 professional and 1.5 nonprofessional.

Curriculum Research (Projects and Proposals).—This project made it possible for the State Department to expand its range of services in program research. These services included development and writing, technical assistance, planning, and coordination of continuing and new programs, both within the State agency and in the LEA's. Administration was coordinated for Maryland's Quality Improvement Project, which provides the annual State support for small-scale research projects in LEA's. Direction and coordination were given to the publication of an annual series titled "Abstracts of Educational Research."

Collecting, Interpreting, and Disseminating Information.—A new consultative service in public relations was offered to a limited number of local educational agencies. Strategy was planned, with preparation of news releases and flyers, for a school system that was pressing for passage of a school bond issue. A publication describing ESEA Title I activity was prepared in another local school system. Press and TV publicity was arranged for a school integration workshop. The consultative services were limited by the fact that a single professional staff member was responsible for general activities, such as newsletters, news releases, speechwriting, and general publications.

Planning and Development.—Although this project was in its early stages, the department was moving toward a more relevant organizational structure, improved communication between the Chief State School Officer and the LEA's, a better informed citizenry and more sensitivity on the part of local superintendents to the influence of social issues on schools.

Instructional Services

Total funds: $232,089; staff: 11 professional and 6.5 nonprofessional.

Consultative services to the 24 local school systems of the State were expanded by the addition of professional personnel in the subject areas of art, health education, music, reading, social studies, and science, as well as for psychological services and for regional coordination.

Workshops, demonstrations, and conferences encouraged improved educational practices in early childhood education, instructional leadership, secondary school scheduling, family life, and sex education. A regional organization was implemented, dividing the State into four regions in which all activities and services of the State Division of Instruction, preschool through adult education, were under a regional coordinator.

Leadership and Consultative Services

Total funds: $63,157; staff: 3 professional and 2 nonprofessional.

School Plant Facilities.—A major improvement in the review of schol plant projects by architects and State personnel was accomplished by the publication of a procedures guideline. The guideline covered step by step sequences from the first designs to the final State funding. Still needed was inclusion of goals and guides for each subject area at all grade levels within a school plan.

School Library Services.—Because of lack of funds, little progress could be made except in cooperative ventures with other State department divisions. These included projects with the Division of Research on computer technology and media development, with the Division of Instructional Services on workshops in curriculum and media innovations, with the Director of Federal State Programs on NDEA Title III planning at the county level, and with instructional TV on media planning and use of TV at the State and local levels.

Instructional Services and Centers.—This activity resulted in improved coordination and planning within the State agency and cooperative planning with local educational agencies for the development and evaluation of supplementary centers and exemplary education programs.

Teacher Preparation Program

Total funds: $26,452; staff: 1 professional and 0.5 nonprofessional.

Considerable progress was made toward obtaining State financing of student teaching. The State Supervisor of Student Teaching served as project coordinator for the Maryland Multi-State Teacher Education Project (Maryland M–STEP), a research project designed to develop a teacher education center at Kemp Mill Elementary School in cooperation with the University of Maryland and the Montgomery County School System. For this project the University of Maryland received the AACTE Distinguished Achievement Award for Excellence in Teacher Education.

The State Supervisor of Student Teaching wrote or contributed to a number of publications, among them a *State Handbook on Student Teaching* and the *Maryland M-STEP Newsletter,* which was distributed to 1,200 educators in 15 States. The supervisor conducted 13 conferences and workshops, attended 13 others, and was speaker or consultant at 20 others in Maryland, West Virginia, Washington, and Utah. His office provided information concerning programs in student teaching throughout the country.

Improvement of State Statistical Services

Total funds: $44,936; staff: none.

The State Committee on Pupil Data Systems completed its final report, recommending completely new systems of recording pupil information in local schools and continuous pupil accounting. The State Committee on Automatic Data Processing completed its report and made recommendations based on a consultant report supported by ESEA Title V funds. The committee endorsed a proposed statewide system of regional automatic data processing centers to make ADP services available to all school systems on a statewide basis.

Summary

Projects were continued from previous years, among them, financial incentives for staff improvement in the form of sabbatical leave or tuition reimbursement for graduate study; inservice training for State professional staff; further refinement of the State organizational structure; greater emphasis on long-term planning in the State agency; an orderly development of the research function of the department, including teacher preparation and more effective functioning of school plant planning services. The addition of State professional staff members provided markedly improved services to local school systems.

Michigan

ANNUAL REPORT UNDER TITLE V, SECTION 503, FISCAL YEAR 1968

State educational agency.—State of Michigan, Department of Education.

Funds expended or obligated.—$952,063.

Staff engaged, by number of positions.—27.4 professional; 36.8 nonprofessional.

Distribution of pupil enrollment and school districts served, by enrollment size of districts.—

Enrollment size of districts	Number of districts	Number of pupils enrolled
25,000 or more pupils	6	479, 649
12,000 to 24,999	22	363, 050
6,000 to 11,999	36	285, 368
3,000 to 5,999	98	406, 710
1,800 to 2,999	103	232, 485
600 to 1,799	222	257, 534
300 to 599	71	31, 746
Under 300	377	22, 908
Total	935	2, 079, 450

Projects.—

Major State education agency development, improvement, or expansion activities carried out during the fiscal year:

Strengthen Executive Division (Policy and Staff)

Total funds: $260,744; staff: 4 professional and 9 nonprofessional.

An expanded and improved public information program was carried out under this project. The Office of the State-Federal program coordinator became operative and effective with resultant departmentwide benefits. Needed clerical support was provided to the personnel unit and other units within the Office of the Superintendent. New and improved publications pertaining to new programs and including current data and statistics were published and disseminated. Training sessions, for school boards and administrators, pertaining to collective negotiations were sponsored. Procedures were improved and the process of handling property transfer actions was expedited by contractual employment of a consultant.

Strengthen Services in Business (Business Management)

Total funds: $246,660; staff: 9.6 professional and 11.3 nonprofessional.

The budget, accounting, and State financial aids distribution areas were strengthened by support supplied by this project. The data processing area has been strengthened so that an average of more than 50 programs a month are run. Further progress has been made in centralizing and proceduralizing accounting operations within the department. A desk reference manual on the Michigan State School Aid Act has been prepared. Considerable progress has been made in refinement of internal accounting reports and in expansion of program budgeting within the department.

Strengthen School Management Services

Total funds: $54,190; staff: 2.2 professional and 2 nonprofessional.

Expanded services to school districts in pupil transportation, school district reorganization and school lunch programs have been provided by support supplied by this project. Specialized consultant service has been given in planning of facilities and selection of equipment in school lunch and transportation areas. This project has provided necessary funds for office space and related support necessary to carry out above programs.

Strengthen Curriculum Consultant Services

Total funds: $174,614; staff: 5.6 professional and 7 nonprofessional.

Support supplied by this project has enabled the department to provide expanded consultant services in the following areas: general leadership and instructional improvement, several phases in secondary education, English language, health and safety education, natural sciences, audiovisual. Administrative personnel in the division have been partially supported by this project which has facilitated overall planning and evaluation. Necessary printed and instructional material related to above areas has been printed and disseminated. Monographs of promising instructional practices at the local level have been prepared. Clerical assistance, office space and other necessary support have been provided by this project.

Strengthen Teacher Education and Certification

Total funds: $105,761; staff: 3 professional and 4 nonprofessional.

Much needed additional staff has been provided by this project. Clerical assistance and funds for office space and supplies have been provided. A new filing and record keeping system has been developed and proven most beneficial. Internal procedures have been formalized and distributed. Teacher certification processes have been evaluated and appropriate changes recommended. Several operations have been mechanized and computerized which have resulted in more accurate computations and more timely reports.

Strengthen Research Services

Total funds: $27,817; staff 1 professional and 1.5 nonprofessional.

This project has provided funds for staff, office space and related support required for research activities. Supplies and materials have been provided for reports and publications. Research and evaluation of statistical reports and forms in all department activities have been accomplished. Work is being conducted toward the long-range objective of implementing an automated, integrated statewide educational information system.

Strengthening Data Processing

Total funds: $48,666; staff: 2 nonprofessional.

Improvement and expansion of data processing services were accomplished under this project. The greatest financial outlay went to rental of equipment and for salaries of personnel to prepare expert materials for use by this equipment. Dissemination of processed materials was another major cash factor.

Strengthening Instruction in Natural Science

Total funds: $33,611; staff: 2 professional.

Two professional personnel (supervisors) were employed in this project. Other expenses funded were travel and office space. These supervisors are able to devote their energies to the specific field of natural science without having to share time with other duties.

Summary

Staffing and related support in the Office of the Superintendent, Business Management, School Management, Curriculum Consultant, Teacher Education and Certification, and Research Services areas have been significantly strengthened through Title V, section 503 funding. Title V has played a major role in enabling the department to centralize and improve administrative functions and to provide increased services to school districts.

Progress has been made in all of the above areas. However, further expansion and improvement are required and will be accomplished with the assistance of title V during 1968–69. Clerical and related support provided is essential and beneficial.

Further resources are required so that capable personnel can be obtained for specialized areas in consultant services, finance and research.

Minnesota

ANNUAL REPORT UNDER TITLE V, SECTION 503, FISCAL YEAR 1968

State educational agency.—State of Minnesota, Department of Education.

Funds expended or obligated.—$482,274.

Staff engaged, by number of positions.—19 professional; 12.5 nonprofessional.

Distribution of pupil enrollment and school districts served, by enrollment size of districts.—

Enrollment size of districts	Number of districts	Number of pupils enrolled
25,000 or more pupils	2	118, 584
12,000 to 24,999	4	89, 433
6,000 to 11,999	18	162, 085
3,000 to 5,999	28	116, 431
1,800 to 2,999	30	69, 378
600 to 1,799	175	175, 586
300 to 599	157	67, 479
Under 300	873	37, 134
Total	1, 287	836, 110

Projects.—

Major State education agency development, improvement, or expansion activities carried out during the fiscal year:

Education Planning and Development

Total funds: $68,680; staff: 2 professional and 2 nonprofessional.

This project provided for coordinated dissemination of "Education 1967"—the statewide study of education in Minnesota. It also permitted coordination of activity which resulted in a summary of that document and in the publication of a study guide for general use. The Title V staff was instrumental in coordinating a joint State Board of Education and State Department of Education response to this study. The response was culminated in an official document entitled "Criteria Recommendations." In addition to these major efforts, the Title V staff provided the following:

a. Coordination of Federal programs and project activities under Title V.
b. Development of State plans for Title III of ESEA, for EPDA, and for a consolidated funding proposal.
c. An advisory committee study and appropriate policy for committees.
d. Legislative program development.
e. Organized staff development.

Information Processing and Administrative Service

Total funds: $122,648; staff: 5 professional and 7 nonprofessional.

Implementation of the following subsystems:

a. County, district, school universe-file.
b. School Lunch subsystem.
c. Personal subsystem.
d. Initial design of State Department of Education finance subsystem.
e. Title I statistical and financial modules.
f. Vocational aids, financial reimbursement, and statistical information.
g. Simulative program for "Education 67" foundation aids.
h. Initial instructional programs subsystem.
i. Implementation of RIMS (Rehabilitation Information Management System).
j. Updating transportation statistical and financial programs.
k. Updating a number of miscellaneous financial programs including State aid programs.

Federal Programs Coordinator

Total funds: $31,265; staff: 1.5 professional and 1 nonprofessional.

The primary function of the Federal Programs Office is to provide liaison between Federal, State, and local educational agencies, to insure effective utilization of Federal moneys throughout the State and to provide assistance and information to local school districts in the development of programs which may involve Federal funds.

The Federal programs coordinator maintains relationships and communication with the professional personnel and Government agencies in Washington, D.C., Kansas City, and Kansas City Regional Office, secures information regarding new programs and developing legislation, and maintains communications with the Minnesota congressional delegates regarding educational activities in the State.

The Federal programs coordinator assists the Commissioner of Education and his staff in those areas which have application to Federal education programs. It is the function of this office to coordinate and encourage interdepartmental and interagency development of programs which would more effectively meet the needs of the youth of Minnesota. It is the function of this office to aid and assist department personnel in the development of new programs, State plans, and to inform them of available legislative programs.

Federal programs coordinator serves as a consultant to local education agencies in relation to all aspects of Federal education programs, and disseminates information regarding available opportunities for program development in the Federal agencies.

State Education Study

Total funds: $12,828; staff: 1 professional.

"Education 1967" was produced as a statewide, indepth study of education in Minnesota. During fiscal 1968, a summary of that document and a study guide were produced to give this study a wider exposure throughout the State. The Educational Research and Development Council of the Twin Cities area was contracted to produce the summary material and to assist in dissemination. One member of the Title V staff was given primary responsibility for coordination of activities relating to the State study. A series of workshops, conferences, and public meetings were conducted throughout the State to acquaint the State populace with the study.

A joint State Board of Education and State Department of Education reply was drafted. This reply, entitled "Criteria Recommendations," was also widely distributed throughout the State. Legislative proposals were drafted which were aimed at implementing some of the recommendations from each of the studies.

Developing State Education Study

Total fund: $13,143; staff: (category) tuition-fellowships, traineeships-internships; internal workshops institutes-special courses.

- *a.* The following workshops were conducted for department personnel: (1) Federal Programs Seminar, and (2) Management by Objectives.
- *b.* Several staff members were sponsored in attendance at workshops and seminars in various parts of the country.
- *c.* Staff members participated in formal college coursework with some financial support from this project.
- *d.* Local school district personnel were brought into the department to better promote understanding of State operations.
- *e.* Nonprofessional personnel were encouraged to participate in formal training classes through payment of stipends.

Internships

Total funds: $23,702; staff: 2 professional and 1 nonprofessional.

- *a.* Routine communications at the top administrative levels were handled by the interns.
- *b.* Data collection and research activities were conducted.
- *c.* Administrative detail in connection with meetings, workshops, and seminars were handled.
- *d.* Legal advice and services were provided.
- *e.* Two documents which detailed selected legal aspects of Minnesota school law were compiled and published.
- *f.* Coordination and liaison with the several divisions within the Department were maintained.
- *g.* Contact with Federal officials and programs at the routine level was maintained.
- *h.* Pertinent information was compiled relative to future legislative proposals.

Information Dissemination

Total funds: $37,309; staff: 2.5 professional.

- *a.* Communications within the State Department of education and with school personnel throughout the State were improved by the expanded activities of the publications section.
- *b.* Employment of a graphic arts technician allowed an art and visual aids service to be added to the publications section.
- *c.* The publication of newsletters and brochures has expanded in quantity as the tasks of creating an entirely new section for this work have been accomplished. Gathering, writing, editing, and design of publications and information has become a major role of this section.
- *d.* Assistance has been rendered in dissemination of research and survey studies within the department.

Personnel Management

Total funds: $9,227; staff: 1 professional.

The personnel unit assumed responsibility for:

1. Recruiting, interviewing, and placing new employees.
2. Evaluating and certificating employees during probationary periods.
3. Interpreting Civil Service rules, departmental procedures, insurance, retirement, etc., for employees.
4. Maintaining records for accumulation of sick leave and annual leave for all Department of Education employees.
5. Staffing the department's central information desk.
6. Making recommendations on assigning new positions to proper classifications, establishing new positions in classifications not previously in use, and proposed changes in salary schedules.
7. Preparing salary budgets and merit increases, and reviewed justifications for merit increases.
8. Representing the department on personnel matters as related to other departments and governmental agencies.

Licensing of School Personnel

Total funds: $6,298; staff: 1 nonprofessional.

A steno-pool supervisor was employed who:

1. Provided continuous coordination of the cleri-

cal effort involved in the rapid processing of teacher certificate applications.

2. Maintained records, files, and clerical procedures within the certification unit.
3. Provided secretarial assistance for the unit director.
4. Assisted in supervision and coordination of other staffing personnel within the unit.

Statistical and Data Processing Service

Total funds: $82,286; staff: 4 professional.

Activities carried out under this project include:

1. Updated the administrative manual and conducted workshops to acquaint new administrators with its contents.
2. Revised the school law manual to reflect recent legislative changes.
3. Worked toward revision of reports, collection of data, and reporting of activities involving Federal programs.
4. Updated policies and procedures connected with uniform financial accounting within the State and distributed bulletins containing statistical data.
5. Worked toward writing, testing, and implementing a totally integrated Educational Information System for school lunch, teacher certification, transportation, and finance.
6. Conducted workshops to acquaint affected individuals and agencies with the impact of the data processing system.

Supervision and Curriculum Development

Total funds: $63,851; staff: 0.5 nonprofessional.

1. Regional inservice training sessions for elementary and secondary school teachers were conducted in the areas of mathematics, science, language arts, foreign languages, and audiovisual.
2. Writing teams developed manuals and bulletins in the areas of mathematics, science, and industrial arts.
3. Statewide conferences and workshops were conducted in all of the curriculum areas included in the project.
4. Curriculum guide and advisory committees met to give direction to curriculum changes in all areas.
5. Staff personnel gave leadership in development of programs of study within the local school districts and promoted the acquisition of faculty and facilities.
6. Travel by department personnel to broaden areas of competence and to stimulate curricular improvements was promoted.
7. Observation and evaluation of curricular and administrative trends were promoted.

Exemplary Projects

Total funds: $11,037; categories: (1) printing of a manual, (2) family life, sex education, health and physical education.

The Department of Education position on "Family Life and Sex Education" was developed through organization of a steering committee. General objectives were defined and activities were coordinated which led to the organization of workshop committees. Objectives and guidelines for "Family Life and Sex Education" were prepared.

The literature and history of school facilities units were reviewed. Appropriate staff members were interviewed and consultant assistance was obtained concerning school facilities. A manual was drafted which outlined the purposes, goals, objectives, etc., for the school facilities unit in the Department of Education.

Evaluation of Veteran's programs was attained through identification and correspondence with individuals who participated in such programs. Quality of training or related to employer needs was thus tabulated and a report was prepared.

Summary

This program has funded activities during the period of its existence such as the following:

1. Made an analysis of the educational problems of the public schools of Minnesota.
2. Employed professional staff to attack some of the problems in number 1 and to plan to cope with some of the other problem areas.
3. Supported the development of services and information within the department needed for more effective department operation.
4. Stimulated professional development of department staff.

The department believes that these activities have been helpful to and well accepted by their staff members.

Mississippi

ANNUAL REPORT UNDER TITLE V, SECTION 503, FISCAL YEAR 1968

State educational agency.—State of Mississippi Department of Education.

Funds expended or obligated.—$361,302.66.

Staff engaged, by number of positions.—13.216 professional; 18.198 nonprofessional.

Distribution of pupil enrollment and school districts served, by enrollment size of districts.—

Enrollment size of districts	Number of districts	Number of pupils enrolled
25,000 or more pupils	1	38, 549
12,000 to 24,999	3	38, 310
6,000 to 11,999	17	132, 840
3,000 to 5,999	57	235, 865
1,800 to 2,999	44	106, 307
600 to 1,799	37	45, 190
300 to 599	2	858
Total	161	597, 919

Projects.—

Improving Leadership, Administration and Technical Field Services to Local Educational Agencies

Total funds: $55,215; staff: 2.073 professional and 1.281 nonprofessional.

Has strengthened the supervisory and consultative services of the State Department of Education in the areas of safety education, school plant facilities, and pupil transportation. Significant salary increases in July 1968 promise to attract competent personnel.

Expansion and Improvement of Leadership, Consultative, and Technical Assistance in Specialized Subject Areas to Local Educational Agencies

Total funds: $158,497; staff: 7.413 professional and 6.917 nonprofessional.

The addition of consultants in English, reading, foreign language, and special education have enabled the State to provide more services to local schools. New equipment has facilitated this process. Open positions remain in art, business education, conversation, curriculum development and publications, early childhood education, and general adult education at the secondary level. Additional needs include personnel in reading, science, teacher education, and administration.

Collecting and Disseminating Educational Information and Improvement of Departmental Internal Services

Total funds: $155,283; staff: 3.73 professional and 10 nonprofessional.

Processing of statistics and data has continued to expand and improve following the installation of an H200 computer. Additional services have been extended to local schools. Believe new salary schedule will alleviate personnel shortages.

Summary

The three projects funded through Title V, section 503, in fiscal year 1968, were continued from the previous year. Significant contributions have been made in (a) strengthening consultative services, (b) strengthening data processing and statistical services, (c) acquiring equipment for use throughout the department, and (d) conducting essential surveys and studies.

Missouri

ANNUAL REPORT UNDER TITLE V, SECTION 503, FISCAL YEAR 1968

State educational agency.—State of Missouri, State Department of Education.

Funds expended or obligated.—$508,398.

Staff engaged, by number of positions.—28.5 professional; 23.7 nonprofessional.

Distribution of pupil enrollment and school districts served, by enrollment size of districts.—

Enrollment size of districts	Number of districts	Number of pupils enrolled
25,000 or more pupils	2	191, 489
12,000 to 24,999	9	150, 632
6,000 to 11,999	16	134, 984
3,000 to 5,999	26	108, 754
1,800 to 2,999	38	86, 981
600 to 1,799	187	189, 697
300 to 599	139	59, 756
Under 300	453	36, 278
Total	870	958, 571

Projects.—

Major State Education Agency development, improvement, or expansion activities carried out during the fiscal year:

Improvement of Leadership, Consultative, and Technical Services

Total funds: $143,428; staff: 10 professional and 7 nonprofessional.

This project enabled the Missouri State Department of Education to provide improved and expanded leadership, consultative, and technical assistance to local schools for the improvement of instruction and administration. Full-time professionals under this Title V project were: Two general supervisors; nutrition consultant; business education supervisor (nonvocational); director of health, physical education, and safety; industrial arts supervisor (nonvocational); supervisor for training program for retarded children (preworking experience and orientation for pupils leading to sheltered workshop employment); director of fine arts education (art, music, humanities); consultant in special education (speech and hearing); and an assistant director of school finance. The additional personnel under this project have provided assistance to local educational agencies in planning facilities, curriculum, finance, nutrition, and other aspects of their educational program directed toward the improvement of instruction and administration. The additional personnel have made consultative visits, program evaluations, conducted workshops, and provided many various services to the local schools.

Improvement of Internal Supporting Services

Total funds: $218,368; staff: 7 professional and 8 nonprofessional.

A director of data processing, a systems analyst, two programers, and expanded electronic data processing equipment provided the department with capabilities in data processing. The department initiated several projects and continued to improve the comprehensive and compatible recording, collecting, analyzing, and interpreting of information. Two large undertakings are automation of data relating to the 100,000 (approximately) persons certificated to teach in the State of Missouri and the classification reports submitted by local public schools that list the 45,000 (approximately) certificated individuals teaching in the districts. A director of school law under this Title V project provided a full-time professional person to advise county and local public school officials, teachers, and patrons in matters pertaining to school law. A director of information, Missouri schools, collecting and indexing information and disseminating information to the public and the educational profession.

Improvement of Curriculum Research and Development Activities

Total funds: $19,843; staff: 1 professional and 1 nonprofessional.

This project provided a director of curriculum research and development who worked with demonstration and innovation programs. The director worked with the Title III staff of the U.S. Office of Education in the administration of Title III, ESEA, in the State of Missouri. This assisted the U.S. Office of Education in conducting the Title III, ESEA program, and provided a smooth transition when the State assumed 75 percent of the program after July 1, 1968.

Improvement of Administration

Total funds: $53,592; staff: 2 professional and 3 nonprofessional.

A deputy commissioner of education, a coordinator of Public Law 89–10, and needed secretarial assistance were provided under this project. The deputy assisted the commissioner in the numerous and ever-increasing duties of the chief State school officer. This enabled the commissioner to delegate many responsibilities and permitted more participation by the commissioner in top level policy making activities, liaison activites wth other agencies, and statewide educational conferences, studies, councils, and activities. The deputy gave deliberate consideration to many of the department activities that require top level decisions and represented the commissioner at many meetings, conferences, and other educational activities. The coordinator of Public Law 89–10 provided general administration and coordination of Titles I, II, and III of the Elementary and Secondary Education Act. This provided invaluable assistance to the assistant commissioner of the Division of Instruction to whom the commissioner assigned overall responsibility for the administration of the Elementary and Secondary Education Act.

Statewide Study, Planning, Developing, and Evaluating.

Total funds: None; staff: None.

Governor Warren E. Hearnes called a Governor's Conference on Education in 1966, and conducted a statewide study on education in the State of Missouri. The State Department of Education assisted in financing part of that study with State funds. The study was made by the Academy for Educational Development. The report was discussed September 30 and October 1, 1966, at a Governor's Conference on Education. A second statewide study of education was called by Governor Hearnes in fiscal year 1968. The study was to be completed during fiscal year 1968, and discussed at a Governor's Conference on Education in December 1968. The activities under this project were delayed to prevent conflict with the Governor's study.

Leadership and Assistance in Subject Areas and Instructional Services.

Total funds: $54,087; staff: 7.5 professional and 1 nonprofessional.

Consultants were provided to furnish leadership, consultative services, and technical assistance to local schools in the areas of mathematics, science, social science, English, reading, and audiovisual education. These activities were previously carried out under NDEA, Title III, supervisory and related services, before it was merged with Title V, ESEA.

Improvement of Statistical Services

Total funds: $19,080; staff: 1 professional and 3.7 nonprofessional.

The funds in this project assisted the State Department of Education to collect, classify, store, and summarize meaningful educational statistical data. These activities were previously carried out under NDEA, Title X, before it was merged with Title V, ESEA.

Summary

The funds under Title V, Public Law 89–10, have provided the State Department of Education with the financial resources to strengthen the leadership and services of the department. Additional staff has been employed to provide leadership and services in areas that were extremely weak since prior to Title V the areas were served only part time by personnel that had primary assignments in other areas. As an example, the following are some of the areas that have been strengthened by employment of staff with Title V funds to serve areas that previously received minimal services since personnel served the areas on an additional assignment basis: (1) Health, physical education, recreation, driver education and safety, (2) Nonvocational industrial arts education, and (3) Nonvocational business education. Additional staff has also been employed to strengthen the leadership and services of the department in areas that were understaffed. As an example, the following are some of the areas that have been strengthened by employment of additional staff with Title V funds: (1) general supervision of the public schools, (2) fine arts education, (3) school food nutritional services, and (4) school finance. The State Department of Education was also able to strengthen the internal supporting services of the department with Title V funds. An example of one area is the significant contribution made in the strengthening of the data processing staff and the provision of modern data processing equipment. The State Department of Education was also able to strengthen the upper echelon of the department. This strengthened the general administration and leadership of the department by providing the commissioner of education, the deputy commissioner, and the assistant commissioner of the Division of Instruction with time to devote to statewide educational planning and other statewide educational activities.

Montana

ANNUAL REPORT UNDER TITLE V, SECTION 503, FISCAL YEAR 1968

State educational agency.—Montana State Department of Public Instruction.

Funds expended or obligated.—$213,641.

Staff engaged, by number of positions.—4.61 professional; 6.63 nonprofessional.

Distribution of pupil enrollment and school districts served, by enrollment size of districts.—

Enrollment size of districts	Number of districts	Number of pupils enrolled
25,000 or more pupils		
12,000 to 24,999	2	35, 135
6,000 to 11,999	2	14, 472
3,000 to 5,999	6	22, 919
1,800 to 2,999	5	11, 229
600 to 1,799	28	33, 379
300 to 599	59	25, 328
Under 300	611	27, 315
Total	713	169, 777

Projects.—

Leadership and Services Development Program

Total funds: $213,641; staff: 4.61 professional and 6.63 nonprofessional (all positions in statistics and data processing).

Statistics and data processing.—Preparation for providing data services to local educational agencies was continued. Strengthened State educational agency's capacity for meeting data requirements of new and expanded programs.

Sabbatical leave.—Used educational leave provisions to develop staff competencies in new educational media, guidance services, reading and language arts, and other areas.

Kindergarten education.—Conducted a pre-school program in Butte, Mont. This program included pre-school orientation for children and parents, testing of children, and demonstration classes during the summer for children least ready to enter first grade.

Summary

Over the period of Title V, section 503 grants, program funds have been employed largely for strengthening departmental data processing and statistical services. In fiscal year 1968, most of the project activities were continued from fiscal year 1967, the exceptions being those activities transferred to Title V which were formerly funded under Titles III and X, section 1009, of NDEA.

Nebraska

ANNUAL REPORT UNDER TITLE V, SECTION 503, FISCAL YEAR 1968

State educational agency.—State of Nebraska, Department of Education.

Funds expended or obligated.—$274,900.

Staff engaged, by number of positions.—15.5 professional; 17.5 nonprofessional.

Distribution of pupil enrollment and school districts served, by enrollment size of districts.—

Enrollment size of districts	Number of districts	Number of pupils enrolled
25,000 or more pupils	2	88, 752
12,000 to 24,999		
6,000 to 11,999	3	24, 264
3,000 to 5,999	7	31, 104
1,800 to 2,999	9	22, 191
600 to 1,799	57	54, 612
300 to 599	101	41, 696
Under 300	2, 143	66, 378
Total	2, 322	328, 997

Project.—

Major State Education Agency development, improvement, or expansion activities carried out during the fiscal year:

Improvement of Effectiveness of State Department of Education

A. The continuation of services to the staff through the library.

B. The continued expansion of our program of publication of curriculum and inservice materials.

C. The continuation of research and data processing activities with progress toward the development of a comprehensive education information system.

D. The continuation of programs to provide consultative leadership services to schools in elementary and secondary education including English, foreign languages, social studies, science, health and physical education, school district organization, school plants, and pupil transportation.

E. The continuation of the program of improving teacher education.

Summary

Feedback from school administrators and teachers indicates that there is considerable significance of these new activities funded under Title V. New leadership services from the State Department of Education are having a positive influence at the local district level. Local school people are beginning to become "change oriented"; and they are looking to State agency leadership for ideas, suggestions, and assistance as they design and implement improved instructional programs.

Nevada

ANNUAL REPORT UNDER TITLE V, SECTION 503, FISCAL YEAR 1968

State educational agency.—Nevada State Department of Education.

Funds expended or obligated.—$135,916.

Staff engaged, by number of positions.—6.25 professional; 8.7 nonprofessional.

Distribution of pupil enrollment and school districts served, by enrollment size of districts.—

Enrollment size of districts	Number of districts	Number of pupils enrolled
25,000 or more pupils	2	85, 810
12,000 to 24,999		
6,000 to 11,999		
3,000 to 5,999	2	7, 556
1,800 to 2,999	4	9, 048
600 to 1,799	6	6, 413
300 to 599	0	0
Under 300	3	321
Total	17	109, 148

Projects.—

Leadership, Consultative, and Technical Services to Local Education Agencies for Improvement of Instruction

The department has been engaged in the refinement and restructuring of organization and operation to improve leadership services for local education agencies.

The major activities supported by ESEA, Title V for fiscal year 1968 included strengthening general administration, planning, research, and leadership services to local education agencies.

Under the broad function of general administration, the department has continued to provide Federal program administration, coordination, and information dissemination to local education agencies. Major events undertaken by the Federal Programs Branch during fiscal year 1968 included the coordination of departmental task force planning for program development monitoring and evaluation, planning for program consolidation, and the establishment of a statewide advisory council to assist in comprehensive assessment and planning activities.

Other activities supported by ESEA, Title V under general administration included data processing services and departmental graphic arts and publications.

Under the broad function of Study, Planning, and Evaluating State Educational Program, the department was able to design and implement its major effort during the past fiscal year. The first priority established by the State Board of Education and the Chief State School Officer was the development of a statewide master plan for education in Nevada. The plan has been completed and should be printed by January 1, 1969.

The activities supported under the function for Leadership, Consultative and Technical Services to Local Education Agencies for the Improvement of Instruction included the maintenance and improvement of staff and functions previously supported under NDEA, Title III, and the expansion of staff as provided in the fiscal year 1968 Title V project. The staff acquired under ESEA, Title V has worked directly with local school district staff in health, physical education, and recreation. The consultant for textbooks and instructional materials has worked with local district staff, the Nevada Textbook Commission, and the State Department of Education staff to refine and update standards for instructional materials adopted by the State. A paraprofessional staff member has been employed to establish a professional resource center for use by department and local district staff.

New Hampshire

ANNUAL REPORT UNDER TITLE V, SECTION 503, FISCAL YEAR 1968

State education agency.—New Hampshire Department of Education.

Funds expended or obligated.—$187,615.

Staff engaged, by number of positions.—12 professional; 15.75 nonprofessional.

Distribution of pupil enrollment and school districts served, by enrollment size of districts.—

Enrollment size of districts	Number of districts	Number of pupils enrolled
25,000 or more pupils		
12,000 to 24,999	1	13, 307
6,000 to 11,999	2	14, 057
3,000 to 5,999	7	26, 637
1,800 to 2,999	8	16, 172
600 to 1,799	38	37, 006
300 to 599	30	12, 872
Under 300	104	11, 098
Total	190	131, 149

Projects.—

Research, Planning, and Evaluation of Programs

Total funds: $19,570; staff: 1 professional and 0.5 nonprofessional.

Established an Office of Planning and Development. Qualified staff member not available to assist the Department of Education in developing long-range educational plans. Staff member services also made available to local educational agencies planning ESEA Title III projects and scheduling evaluation activities. Conducted a survey of new educational practices in elementary and secondary schools. Classified and distributed a bibliography of ERIC material. The Director of Planning, Development, and Evaluation has assisted in the preparation of a State plan under the Education Professions Development Act.

Instructional Services to Local School Districts

Total funds: $59,970; staff: 6 professional (3 general consultants, and 1 each in elementary education, language arts, and social studies) and 3.25 nonprofessional.

Established consultative services in early childhood education, English and reading, and social studies. Through these services, advised and otherwise assisted local educational agencies improve instruction. Made progress in interrelating supportive activities under NDEA Title III. Participated in regional projects on elementary education, language arts, and social studies sponsored by the New England Educational Assessment Project.

Leadership and Consultant Services to Local Educational Agencies

Total funds: $26,822; staff: 2 professional and 0.5 nonprofessional.

Provided leadership and consultant services to local educational agencies for the purpose of carrying out efficient and educationally sound school district reorganization. Provided services to local educational agencies for effective administration of the school lunch program.

Internal Operations, Supporting Services and Staff

Total funds: $81,253; staff: 3 professional and 11.5 nonprofessional.

Provided a number of services and carried out a number of tasks in connection with fiscal responsibility for about 85 Federal and/or State programs valued at about $25 million.

Summary

Title V section 503 program funds have been used primarily for strengthening internal operations with instructional services to local educational agencies in second priority. Other activities included the establishment of an Office of Planning and Development and assistance to local educational agencies in school district reorganization and the administration of the school lunch program.

New Jersey

ANNUAL REPORT UNDER TITLE V, SECTION 503, FISCAL YEAR 1968

State educational agency.—New Jersey Department of Education.

Funds expended or obligated.—$599,197.

Staff engaged, by number of positions.—34.5 professional; 34.9 nonprofessional.

Distribution of pupil enrollment and school districts served, by enrollment size of districts.—

Enrollment size of districts	Number of districts	Number of pupils enrolled
25,000 or more pupils	2	112, 006
12,000 to 24,999	10	163, 638
6,000 to 11,999	41	320, 787
3,000 to 5,999	72	286, 239
1,800 to 2,999	79	188, 581
600 to 1,799	200	219, 218
300 to 599	94	40, 828
Under 300	107	13, 971
Total	605	1, 345, 268

Projects.—

Personnel Administration

Total funds: $22,233; staff: 1 professional and 2 nonprofessional.

A better informed employee group with higher morale is expected to result from the production of a handbook, recording of personnel information in the data processing system, expanded training programs, and salary recommendations following a salary survey.

Information, Publications, and Editorial Services

Total funds: $23,408; staff: 1 professional and 1 nonprofessional.

Leadership capability at the State and local levels has been strengthened by better information services such as: a staff newsletter, daily distribution of education news to staff through a clipping service, dissemination to superintendents of copies of major addresses of the State commissioner, increased use of photographs in department publications, improvement of the quality, production and dissemination of publications.

Improving Printing Services

Total funds: $15,253; staff: 3 nonprofessional.

This project has enabled the office of printing to perform an immediate, more efficient and more economical service for the department.

Strengthening and Expanding Statistical Services

Total funds: $236, 546; staff: 11.5 professional and 18.9 nonprofessional.

The project funds were used primarily for planning in the following areas: review and revision of existing computer programs; development of new computer programs in conjunction with State library and State museum information systems, and relative to State aid to local schools; increase in computer running time; laying of groundwork for school facilities information system; undertaking of a major forms inventory; and review and revision of selected forms. The biggest single problem is adequate financial support.

Leadership, Consultative and Technical Services to Local Educational Agencies for Improvement of Instruction

Total funds: $170,662; staff: 8 professional and 6 nonprofessional.

Emphasis has been placed on:

Health education: sex education; drug abuse education; State Health Council.

Special education administration.

Center on teaching; dissemination of information and research, assistance in improving teaching, etc., through workshops, study groups, and strengthening relationships and services to professional groups.

Secondary school approval procedures effected through publication of "Guidelines for Approval Through Self-Study for New Jersey Secondary Schools," 90 self-study visits and coordination of visits with consultative services.

Elementary physical education which has suffered in the past when compared with emphasis placed on physical education in high school and college.

Preschool programs: Head Start, day care programs, follow through study of psycho-social problems: relative to the evaluation research findings in education, psychology and sociology and to a search for ways to put this information to use in the classroom. The activities and studies have contributed to reducing dropouts and juvenile delinquency, and to determining the best classroom atmosphere for center-city, culturally-deprived children.

Arts and humanities: schools have been aided in developing curriculum work in humanities through regional meetings, statewide conference, consultative services, coordination and assistance to school districts in developing ESEA Title III projects, and a publication "Guidelines to the Humanities."

Supervision and followup of: (1) Student teachers, (2) inservice teachers on substandard certificates, and (3) probationary teacher during the first 3 years of service.

Total funds: $25,504; staff: 1 professional and 1 nonprofessional.

The project enabled a staff member to visit State institutions that prepare teachers, participate in conference on inservice education of teachers who were on substandard certificates, and to work on teacher education policy development within the department and with teacher education institutions.

Coordination and Management of Consultative Services to Public Schools in Areas of School Plant Planning and Business

Total funds: $66,263; staff: 3 professional and 3 nonprofessional.

The project made possible the addition of two consultants to assist the State Aid Commission in their study to improve existing programs and develop ways of distributing funds more equitably. A survey was conducted to determine needs in school construction, and consultative services were given to school administrators, architects, and boards of education.

Supervision of NDEA, Title III Activities

Total funds: $29,773; staff: 8 professional.

The project enabled staff to assist in the development and improvement of instruction in: science, mathematics, modern foreign languages, English and reading, history, civics, geography, and economics, and arts and humanities.

Establishment of a Bureau of Research, Planning, and Program Development

Total funds: $4,664; staff: none.

All funds spent under this project were for the Title V State Review. The establishment of the Bureau of Research, Planning, and Program Development has occurred and is operational on all counts.

Teaching English as a Second Language

Total funds: $4,891; staff: 1 professional.

A full-time consultant in English as a Second Language has met with many local district administrators to discuss ESL programs and inservice training programs for teachers. There are 65,000 non-English speaking children and there is great need for inservice education and courses in the universities.

Director of Pupil Personnel Services

Total funds: none; staff: none.

Summary

Title V, section 503 program funds were used mainly for strengthening and expanding statistical services including the development of new computer programs, and for instructional services to local educational agencies in a wide range of curricular and instructional activities. However, some significant service also has been provided by the department in areas such as school plant planning, publication and printing, and the supervision of inservice programs for probationary teachers and teachers on substandard certificates.

New Mexico

ANNUAL REPORT UNDER TITLE V, SECTION 503, FISCAL YEAR 1968

State educational agency.—New Mexico State Department of Education.

Funds expended or obligated.—$355,311.

Staff engaged, by number of positions.—18.25 professional; 16.5 nonprofessional.

Distribution of pupil enrollment and school districts served, by enrollment size of districts.—

Enrollment size of districts	Number of districts	Number of pupils enrolled
25,000 or more pupils	1	76,428
12,000 to 24,999	1	14,805
6,000 to 11,999	8	71,958
3,000 to 5,999	11	43,770
1,800 to 2,999	11	26,871
600 to 1,799	23	22,743
300 to 599	16	7,498
Under 300	19	4,001
Total	90	268,074

Projects.—

Strengthening Departmental Supporting Service, Administration, Study and Evaluation, and Leadership and Consultative Services

Total funds: $355,311; staff: 18.25 professional and 16.5 nonprofessional.

Continued support for an assistant to the chief State school officer and for a full-time attorney in the legal section. Carried out activities to expand and improve auditing and accounting functions. Made greater the data processing capability of the department. The publications effort was increased both in quantity and quality. Carried out activities to improve research. Expanded consultative services in the areas of reading, fine arts, and school business management. Activities were carried out to improve certification. Added minor equipment for regulatory functions of the department. Reevaluated the development and thrust of the department.

Summary

Over the period of Title V, section 503 grants, program funds have been employed largely for: (1) providing consultative services to local educational agencies, (2) strengthening departmental data processing and statistical services, (3) general administration, and (4) study and evaluation. In fiscal year 1968, most of the project activities were continued from fiscal year 1967, the exceptions being those activities transferred to Title V which were formerly funded under Titles III and X, section 1009, of NDEA.

New York

ANNUAL REPORT UNDER TITLE V, SECTION 503, FISCAL YEAR 1968

State educational agency.—New York State Education Department.

Funds expended or obligated.—$1,306,711.

Staff engaged, by number of positions.—53 professional; 40 nonprofessional.

Distribution of pupil enrollment and school districts served, by enrollment size of districts.—

Enrollment size of districts	Number of districts	Number of pupils enrolled
25,000 or more pupils	5	1,325,124
12,000 to 24,999	17	252,107
5,000 to 11,999	61	511,375
3,000 to 5,999	128	555,505
1,800 to 2,999	141	340,087
600 to 1,799	274	319,331
300 to 599	88	38,718
Under 300	225	11,682
Total	939	3,353,929

Projects.—

Development of a New York State Information Center on Education (I.C.E.)

Total funds: $142,959; staff: 3 professional and 3 nonprofessional.

During fiscal year 1967–68 Information Center on Education gained organizational identity. Now has responsibility for coordination of all data collection in State Education Department. During the year, an additional console for shared time computer services was installed. Still to be accomplished is extension of I.C.E. to improve reporting capability in areas of school finance. Specific steps towards development of data systems in higher education and nonpublic schools will be undertaken in 1968–69.

Consultants in Science and Technology

Total funds: $93,316; staff: 3 professional and 2 nonprofessional.

Establishment of a new office in State Education Department to assist in making more available the services of New York schools, institutions of higher education, and the Education Department for instruction and research in science and technology.

State reports have been issued summarizing the personnel, facilities, and programs of the colleges for the geological sciences. A survey of the facilities, personnel, programs, and plans of all departments of astronomy in private and public colleges of the State has been initiated. Services of educational consultants have been supplied to the State Foundation for Science and Technology and to the office of 2-year colleges in the State education departments.

College Committee on the Disadvantaged

Total funds: $88,269; staff: 1 professional and 1 nonprofessional.

During fiscal year 1967–68 College Committee on the Disadvantaged and the Educational Opportunity Office in the Division of Higher Education maintained close contact with collegiate programs and assisted colleges in establishment of such programs. *Educational Opportunity Forum* was founded to exchange ideas and encourage interinstitutional cooperation. Work was almost completed on a statewide master plan for educational opportunity.

Consultative Services for College and University Financial Assistance Programs

Total funds: $28,993; staff: 2 professional and 1 nonprofessional.

Major activities for fiscal year 1968:

- Continuation of visits to colleges and universities in New York State.
- Meetings with financial aid officers.
- Maintenance of liaison with State, Federal, and private agencies concerned with problem.
- Revision and third printing of "Your Child Can Go to College."

Readying Peace Corps Returnees for Teaching

Total funds: $18,824; staff, 1 professional.

Office of Peace Corps Affairs in Division of Teacher Education and Certification partially supported by Title V funds. Has increased number of Peace Corps volunteers teaching in New York State schools; has recruited volunteers overseas; has organized and run inservice programs for returned volunteers; has sponsored area conferences on international education using returned Peace Corps teachers as resource. Since January 1968 over 500 inquiries from volunteers processed plus 250 have been placed in teaching positions. Sponsored two preservice workshops for 90 volunteers; since January 1968 sponsored 16 comparative education seminars which were attended by more than 400 teachers.

Educational Exchange and Comparative Education Unit

Total funds: $57,561; staff: 2 professionals and 2 nonprofessionals.

Arranged and carried out programs for 323 visitors from abroad to State education department including annual 8-week program for International Teacher Development Group of Administrators, who in 1967–68 were from nine countries; programed activities for the year for a curriculum consultant from East Africa who traveled throughout the State conducting workshops for teachers; assisted with evaluation of volunteers to America programs; consulted with units of State university on programs for training teachers in foreign area studies; continued to develop the working library on foreign educational systems and programs and to build up an inventory of sources of strength in international studies; established working relationship with its United Nations; developed curriculum materials—under contract with a group of colleges—for teaching about Africa in the ninth grade.

Cooperative Review Service

Total funds: $50,926; staff: 2 professionals and 2 nonprofessionals.

Continued work of Cooperative Review Service for another year. Coordination of the supervisory staff of 225 department staff members in 36 bureaus was provided. A brief description of the Cooperative Review Service is contained in the brochure ***A Team Approach to Instructional Improvement*** which is attached as exhibit III (of report).

Humanities Project: Division of Humanities and Arts

Total funds: $39,062; staff: 1 professional and 2 nonprofessional.

Concentrated on a pilot program of curriculum development and implementation for humanities education at fifth and sixth grade levels in North Syracuse public schools. Culmination of a preparation period in which department created an office and staff and published a guide to acquaint teachers with the objectives and unique methodologies of such programs.

During the 3 years of this project, the number of schools that have initiated such programs as direct result of department's efforts has increased by 600 percent.

School Administrators Leadership Training Program

Total funds: $23,100; staff: 1 professional and 1 nonprofessional.

SALT initiated in December 1965, operated during first year as a pilot program; achieved sizable proportions during present fiscal year. Offered monthly series of 1-day workshops to administrators in 16 geographical areas of State. Topics ranged from school architecture and school law to contemporary educational philosophy. Program appears to have met problem of administrative growth at school building level, one previously neglected.

Coordination of Regional Offices for Education and Development

Total funds: $37,355; staff: 1 professional and 1 nonprofessional.

Activities include participation in seminars on innovation sponsored by department; workshops for project directors and writers concerned with Title III projects, etc. Increased field contact has provided the department with more evidence and educational needs leading to changes in policy, legislation, program, and operational activities at State level.

Supporting Services for Local Educational Agencies

Total funds: $34,211; staff: 3 professional and 2 nonprofessional.

During fiscal year 1967 provided additional professional consultative staff in Center on Innovation to coordinate contract negotiations between local educational agencies and U.S. Office of Education, help interpret pace guidelines and link specialists in department with the planners in local communities of Title III projects. Also, onsite visits provided needed data to process continuation grants with greater effectiveness.

Division of Museum Extension

Total funds: $23,085; staff: 2 professional and 1 nonprofessional.

A program of data collection on museums of State increases knowledge of museum activities, a newspaper clipping service has been added. Conferences have been held on chartering procedures, data being gathered with objectives of working toward museum accreditation. Start has been made in providing a clearing house function for museums, etc. Plans are underway to evaluate the chartered institutions of State, for which a rating instrument is now being constructed.

New York State Education Department Master Plan for Educational Data Processing

Total funds: $9,450; staff: none.

During fiscal year 1967 this project was brought to a conclusion. The "Final Report" which was issued by the System Development Corp. concluded that regionalization was a visible technique by which administration and pupil personnel services could be supplied to all of the school districts (with exception of New York City) of the State. A plan was developed to effect the objective of regionalization and it was approved by the Advisory Committee and the concept of regionalization has been endorsed by the Commissioner of Education. This increased from the field which has added to the strength of the State Education Department.

Professional Staff Development Opportunities

Total funds: $34,631; staff: 3 professionals.

Eighteen special project assignments were carried out during fiscal year ending June 30, 1968. These projects include foreign visitations for the purpose of conducting a study of Swedish vocational training and retraining programs as well as a visit to several primary schools in England for information relating to a professional employee's responsibilities in area of child development and parent education. Several visitations in the United States were approved which were concerned with Indian education in Florida, adult educational programs in selected mideast and far western States, a review of school library and multimedia services in public and nonpublic schools in Hartford, Conn., college programs for the disadvantaged in major U.S. universities—e.g. Michigan State and U.C.L.A.—and recently constructed or remodeled history museums in Western United States and Canada.

Improving Employer-Employee Relations in the Public Schools

Total funds: $50,084; staff: 2 professional and 2 nonprofessional.

Project has improved upon and expanded activities of the department's Office of School District Employer-Employee Relations by giving greater service to employer groups, i.e. school districts, boards of education, administrator and employer groups (instructional and noninstructional), unions, and associations. These services have taken the form of consultation with all parties conducting 93 workshops, seven regional conferences and assisting in the resolution of 48 disputes and the publication of four periodicals.

Consultative Services to Committee for Socially or Economically Disadvantaged Youth

Total funds: $21,738; staff: 1 professional.

Provided consultative services to New York City public school system regarding programs for educationally disadvantaged children. Included development of programs in areas of bilingual education, programs in music and art, experimental programs in community education and decentralization. Activity has now been merged into Office of Urban Education and greatly expanded as result of this.

Performance Indicators in Education

Total funds: $53,262; staff: none.

Project provided basis for statewide plan of evaluating effectiveness of school systems. Research has been done to identify variables related to school system effectiveness. Methods of analyzing and interpreting available data have been developed and tentatively tested. A report was developed by Educational Testing Service entitled *Feasibility Study of Educational Performance Indicators,* December 1967.

Study of Comparative Costs of Public Education Among Several States

Total funds: $5,905; staff: none.

Study confirmed completeness of fiscal reporting to the U.S. Office of Education by the States and substantiated, with few minor exceptions, the comparability of reporting between the States fiscally. Considerable variation in program reporting between States was indicated, together with a lack of relationship between detailed program and fiscal reporting which made it impossible to relate cost to program except in broad terms.

The present method of equating part-time teachers to full-time equivalency (by the U.S. office) is unrealistic and distorts the staffing report, especially when relating it to costs.

Regents Fellowship Study

Total funds: $779; staff: none.

Study was made of the four New York State Regents Graduate Fellowships, the Nursing Graduate Fellowship, and the New York State Herbert H. Lehman Fellowships. A total of 840 awards are made to graduate students each year under these programs. Study was concerned with effectiveness of these fellowships to date, i.e., quality of recipients, work histories to date, rate of degree attainment, graduate student finances, and needs of graduate students today in New York. Report made recommendations for improving State's graduate fellowship programs. This study was the first major inquiry into these programs since their inception in 1958.

Film on Disadvantages: "Timetable for Action"

Total funds: $29,746; staff: none.

Project had a strong impact on strengthening department leadership by drawing together leadership forces of general education, intercultural education, urban education, Title I and Title III along with related outside agencies to develop a master plan of action which the film and accompanying manuals will propose for drawing the school and community into interaction in executing a 5-year plan of program development and program reporting on improving educational results and human attitudes for disadvantaged youth.

Project has resulted in a beneficial growth of leadership in the internal staff, and hopefully will result in a similar growth in schools of the State.

Development and Improvement of Inservice Education

Total funds: $25,882; staff: 2 professional and 1 nonprofessional.

This grant provided two additional associates and a senior stenographer to assist with increased requests for aid from colleges, local school districts and BOCES offices. During fiscal year 1967–68 Bureau of Inservice Education consulted with schools and colleges on development of inservice programs, aid in revision of proposals for inservice programs and visit and evaluate such programs.

Project to Develop Program on Non-Western Studies

Total funds: $18,463; staff: 1 professional and 1 nonprofessional.

Program directed toward fulfilling needs of international education in New York State. During summers of 1967 and 1968, 350 teachers were sponsored to undertake study of non-Western civilizations in universities throughout State. Others engaged in seminars and meetings 1 day in length and in independent reading. One program enabled foreign graduate students to serve as resource people in inner city schools. These activities strengthened the department's joint activities with local educational institutions—public and private.

Museum Education

Total funds: $25,793; staff: 2 professional and 4 nonprofessional.

Activity continued to provide special services to teachers to broaden capability to make effective use of museum resources through field trips to State museum and through the distribution to teachers of information relating to the material history and anthropology of New York State. A new quarterly publication dealing with geology, biology, and anthropology of New York State was established.

Audiovisual Services

Total funds: $22,902; staff: 1 professional and 5 nonprofessional.

Funds used to improve services to schools with regard to new developments and innovations in school building design. A collection of color slides and black and white enlargements of exemplary school facilities were produced and made available to Planning Office. A study on use of language laboratories in New York State was completed. Additional instructional materials—films, video tapes, audio tapes—were added to Materials Distribution Center for inservice training purposes in school districts.

Education Publications Project

Total funds: $9,250; staff: 2 professional.

New syllabus materials for elementary and secondary schools were edited by staff employed by project. A list of same numbering approximately 30 is appended to report.

Curriculum Development—Critical Subject Areas

Total funds: $93,753; staff: 2 professional and 3 nonprofessional.

Assistance was provided to important curriculum programs in elementary and secondary education including English, foreign languages, mathematics, science, and social studies. There were also special programs dealing with migrant children, textbook selection, outdoor education, and water pollution.

Supervision of Critical Subject Areas

Total funds: $127,530; staff: 10 professional and 2 nonprofessional.

Project is an extension of a continuing program under Title III of NDEA and the National Foundation on Arts and Humanities Act funds.

New curriculums in critical area subjects developed and the humanities program expanded. Visitations to schools have increased and the department has provided greater help to schools in development of programs at the local level.

Implementation of Statistical Services—Their Accuracy, Reliability, Timeliness, and Dissemination

Total funds: $43,711; staff: 2 professional and 4 nonprofessional.

Department was able to produce during year wide variety of timely statistical analyses of data on school professional personnel, pupils, and curriculum. Worked extensively with school districts to promote interest in the availability EDF services at local level in order to strengthen reporting capability at source. Graphics Unit worked toward improvement in readability and clarity of department statistical publications.

Recruitment and Training of Returned Peace Corps Volunteers

Total funds: $7,248; staff: none.

Two short workshops held at Horace-Mann-Lincoln Institute, Teachers College, Columbia University. These workshops, involving returned Peace Corps volunteers, were designed to provide department with an understanding of the use of new techniques—such as sensitivity training as a means of affecting change in the school community.

Attackcert

Total funds: $3,125.

As of March 1, 1968 there were approximately 5,000 teacher's certificates to be typed and forwarded to individual applicants or recommending institutions. In addition, 10 percent of June–July 1967, 80 percent of August 1967, and 100 percent of September 1967 through February 1968 advisement lists remained to be cleared. The sum total of certificates to be processed in both groups described was in the vicinity of 15,000.

By augmenting the Processing Unit staff for 12 weeks with eight typist-clerks, this facet of the Teacher Certification Section operation was brought within 30 days of being current by July 1, 1968.

Humanities and Performing Arts Demonstration Projects

Total funds: $24,413.

Development and expansion activities lay in the department's planning and execution of demonstration projects—in the humanities and the arts—for deprived backgrounds. Successful elements of these programs, which were experimented with in the summer period are now being integrated into the regular school program. Film materials and booklets are under preparation for statewide dissemination of techniques used and a visualization of results. We have now experimented succesfully with specific techniques and are beginning to apply them in a variety of school situations through the cooperation of pilot schools.

Education Material Project India

Total funds: $25,000.

Collected social science materials about India to be used in preparing primary and secondary course readings for the ninth grade. The materials being tested in New York City schools and any changes that the tests indicate to be needed will be made. Audiovisual materials that go with readings are also being prepared. Objectives of the materials is to assist pupils in gaining an understanding of, and appreciation for, cultures and societies other than their own.

International Humanities Materials Project

Total funds: $25,000.

Materials collected for use in secondary humanities courses after consulting several scholars concerning best materials. In mid-September a series of humanities programs for secondary schools begun in which material is being tested. These programs provide an occasion for presentation by artists, musicians, and teachers, which are video-taped and will themselves be teaching materials. After testing completed, the materials will be packaged into teaching units.

Factors of Educational Success in Disadvantaged Areas

Totals funds: $1,915.

The project represented a joint effort between research and supervisory personnel from New York State Education Department and New York City public schools. Two groups of segregated schools were compared on a variety of measures developed and designed to identify differences in school climate, administrative and classroom practices which might account for achievement differences. Data gathered from variety of sources—interviews with neighborhood coordinators, principals, and teachers. Sociometric data obtained using the Ohio Social Acceptance Seal. Teacher questionnaires and classroom observations made. Data analysis was joint responsibility of research personnel of both agencies.

Activities have improved ability of both agencies to conduct research; level of cooperation between agencies raised.

Communications Publications

Total funds: $9,470.

A recent development to improve instruction is the crossmedia use of materials and related activities appropriate to specific units of the curriculum. After materials were selected, a teacher's handbook was prepared containing recommendations for using the media and suggestions for classroom activities. Media guides cover following areas: Geometry and measurement—grade 2, American culture—grade 4, electricity and magnetism—grade 5, atomic physics—grade 9.

Percentile ranking of educational communications programs and the Educational Communications Handbook were designed to be used as guidelines for school districts to develop educational communications programs.

Summary

During the fiscal year 1968 Title V ESEA (sec. 503) grants expenditures were distributed primarily over four areas: upgrading education of the disadvantaged; data collection, analysis, and dissemination; curriculum development; and instructional improvement. The remaining third of the grants investment—approximately $460,000—went into 18 other projects. The 1968 pattern of subject area distribution does not differ materially from that of 1966 and 1967.

North Carolina

ANNUAL REPORT UNDER TITLE V, SECTION 503, FISCAL YEAR 1968

State educational agency.—North Carolina State Department of Public Instruction.

Funds expended or obligated.—$545,774.22.

Staff engaged by number of positions.—22 professional; 35 nonprofessional.

Distribution of pupil enrollment and school districts served, by enrollment size of districts.—

Enrollment size of districts	Number of districts	Number of pupils enrolled
25,000 or more pupils	4	183, 198
12,000 to 24,999	20	319, 071
6,000 to 11,999	42	354, 447
3,000 to 5,999	57	250, 025
1,800 to 2,999	24	57, 906
600 to 1,799	26	33, 688
300 to 599	14	6, 560
Under 300	11	2, 136
Total	198	1, 207, 031

Projects.—

Implementing the Statewide Cooperation Program for Improving the Quality of Student Teaching in North Carolina

Total funds: $29,398; staff: 1 professional and 1 nonprofessional.

A State coordinator of student teaching has been employed. Student Teaching Council discussed the direction of student teaching in the State. Inservice education activities for supervising teachers have been developed. Ten meetings were held to plan our 1-day, drive-in conference for supervising teachers. Eight such conferences have been held. Participants included 327 supervising teachers, principals, superintendents and/or assistants, college directors and supervisors of student teachers and State department personnel. Twelve summer workshops attended by 434 supervising teachers were held for 2- or 3-week periods. Plans are underway to revise Guide for Student Teaching and to prepare a handbook for supervising teachers. A cooperative pilot project in student teaching has begun involving a private college, a county school system, and the State department.

Provide for Supervision and Development of Supplementary Educational Centers and Services

Total funds: $20,427; staff: 1 professional, and 1 nonprofessional.

Expanded development and evaluation service for local ESEA Title III activities. Services strengthened State Educational Agency as follows: Provided capability to evaluate projects of an innovation nature; to organize an Advisory Council to help develop policy, evaluate proposals and projects dealing with innovative solution to educational problems.

Providing ERIC Services and a Learning Materials Examination Center

Total funds: $52,287; staff: 1 professional, and 6 nonprofessional.

Implemented the comprehensive education information library service to department staff, local school personnel, teacher trainees, doctoral students by making available all ERIC microfiche holdings (20,000 titles) microfilm collection of professional journals and other documents through use of a printer-reader printouts, printed bibliographies. Dissemination of information is by telephone, mail, visits by patrons. Library staff assisted over 500 researchers during fiscal year 1968. Acquired printed and audiovisual media for the library, the center for learning resources, and the educational media mobile.

Provision of Additional State Level Service to Local Education Agencies in the Area of Audiovisual Education

Total funding: $32,281; staff: 2 professional and 2 nonprofessional.

Audiovisual education section provided services to the local schools by offering consultant services and by developing specific transparency master materials designed in cooperation with academic specialists with the department.

The State department utilized the production service to improve quality of many of their presentations.

Improvement of Necessary Accounting Services and Provision of More Effective Collection and Dissemination of Fiscal Information

Total funding: $9,817; staff: none (additional).

Automated accounting workloads of the State education agency were refined and improved. Accomplished by greater use of paper tape input and turn around punch paper tape for additional processing.

To Provide for More Effective Collection and Dissemination of Information

Total funds: $42,559; staff: 1 professional and 7 nonprofessional.

Operational staff was maintained at the level set during the preceding year. Operations expanded in area of textbook invoicing and inventory control, school lunch, staff accounting, and property accounting.

To Improve the Services of State Education Agency in Supervising Education of Parents of Economically Disadvantaged and Educationally Deprived Youth

Total funding: $19,370; **staff:** 1 professional and 1 nonprofessional.

Consultant representative from the Adult Education Division of the Department of Community Colleges became available for visitation to 50 institutions. Has been able to acquaint the institutions with various services offered by the State department.

Improve Dissemination of Educational Information to Local Educational Services and to the Public

Total funding: $28,385; **staff:** 2 professional and 2 nonprofessional.

Two editorial assistants—publications, graphic artists, secretary were employed. Publication procedures were reorganized, data collection and recordkeeping were improved. Now involved in working with office in developing 12 new instructional and curriculum publications needed in the schools.

Increase Competencies and the Opportunities for Service of all Staff Members of the State Education Agency

Total funding: $52,387; **staff:** none (additional).

Developed materials for grades K–6 and 7–8–9 content for under privileged children.

Provide for Study and Planning of Activities, Structure and Organization of the State Education Agency

Total funding: $89,940; **staff:** none (additional).

Peat, Marwick, and Mitchell firm was employed to make a study of structure, organization, and communication systems of the agency. Recommendations for improvement were made (2 year study).

Provide for Expansion and Strengthening of Services to Nonpublic Schools

Total funding: $6,961; **staff:** 1 professional and 1 nonprofessional.

Availability of qualified professional personnel made it impossible to fill the professional position. A nonprofessional staff member was employed to assist the present supervisor. The individual assisted in processing of reports and accomplished other routine duties which freed the professional staff members to give more attention to supervision of programs in nonpublic schools.

Provide State Level Supervision for Critical Subject Areas Under Title III, NDEA

Total funding: $121,743; **staff:** 10 professional and 6 nonprofessional.

Continued supervisory activities previously funded under Title III NDEA. Enabled the State Education Agency to continue services to local education agencies.

Provide Statistical Services for State Education Agency Formerly Funded Under Title X NDEA

Total funding: $42,019; **staff:** 2 professional and 8 nonprofessional.

State Education Agency continued data processing activities making possible to collect and disseminate information for use by SEA and for local education agencies.

Summary

Over the period of Title V, section 503 grants, program funds have been employed largely for State level supervision of critical subject areas and to provide for more effective collection and dissemination of information for the SEA staff, local school districts, and the public. In fiscal 1968, most of the projects were continued from fiscal 1967, the exceptions being the project activities initiated with funds transferred to Title V from Title III and X, NDEA.

North Dakota

ANNUAL REPORT UNDER TITLE V, SECTION 503, FISCAL YEAR 1968

State educational agency.—State of North Dakota, Department of Public Instruction.

Funds expended or obligated.—$109,591.

Staff engaged, by number of positions.—6.92 professional; 10.5 nonprofessional.

Distribution of pupil enrollment and school districts served, by enrollment size of districts.—

Enrollment size of districts	Number of districts	Number of pupils enrolled
25,000 or more pupils		
12,000 to 24,999		
6,000 to 11,999	4	38, 420
3,000 to 5,999	2	6, 732
1,800 to 2,999	5	10, 308
600 to 1,799	35	28, 524
300 to 599	71	30, 537
Under 300	422	36, 027
Total	539	150, 548

Projects.—

Major State Education Agency development, improvement, or expansion activities carried out during the fiscal year:

A Program for the Improvement of the Consultative Services of the Department of Public Instruction.

Total funds: $55,684; staff: 3 professional and 4 nonprofessional.

Through this project the Department of Public Instruction has been able to add staff in the areas indicated as well as other needed materials which have been used by the added staff. This service could not have been given to the local schools without this financial support.

This program has made it possible to make visitations to schools both on call from the school where they felt they needed assistance and also general calls which were made in order to help the schools with problems and to make them aware of the services that were available to them. It has made it possible for the department to evaluate schools on a much more realistic basis through added staff and added information which is available. This is, of course, a continuing program that must be carried out each year.

A Comprehensive Study and Evaluation of the State Elementary and Secondary Programs, Finance, Housing, etc.

Total funds: $12,019; staff: 1 professional and 1 nonprofessional.

The statewide study was continued and more information was made available to the Department of Public Instruction concerning elementary and secondary education in North Dakota.

Additional staff in the area of direction and management of Departmental Internal Supporting Services added to the overall efficient operation of the department.

As a result of the services of the data-processing equipment and the statewide study of elementary and secondary education in North Dakota, the department has been able to give added service, with definite help and advise to all agencies interested in education. As a result of this, there has been a definite improvement of the image of the Department of Public Instruction in the leadership of elementary and secondary education in North Dakota.

Transferring Consultative Services from Title III NDEA to Title V ESEA

Total funds: $23,590; staff: 1.75 professional and 2.5 nonprofessional.

This program is a continuation and expansion of the work begun under the supervisory portion of NDEA Title III which has been transferred to Title V ESEA. The greatest improvement occurred in the area of expanding services into other areas of the curriculum such as in social studies.

The schools have had added help in meeting problems in their schools and in making the offerings more helpful to the students. This has in turn focused attention on the help received from the personnel of the department.

A Program to Transfer the Services Formerly Provided Under Title X NDEA to Title V ESEA

Total funds: $18,298; staff: 1.17 professional; 3 nonprofessional.

This project was a continuation of the work done under Title X NDEA and is an on-going program of making information about education in North Dakota available in a form that can be used.

No specialized problems beyond the usual routine questions that arise in any program that need to be resolved if the program is to go on.

A Documentary Presentation for State Departments on Comprehensive Statewide Educational Planning.

Total funds: None; staff: no professional and no nonprofessional.

This project will help our own Department of Public Instruction personnel to a clearer picture of our State education system and it will also help the people of North Dakota.

As a result of this project, other States will be helped in developing their programs after seeing what was done in our State.

This is under contract but no money has been expended to date on this contract.

Summary

The programs under Title V section 503 have made it possible for the Department of Public Instruction to materially improve its services to local schools through an increase in the available staff. This has meant that the supervisors could get out to the schools when needed to give help and direction where needed.

The addition of improved data processing equipment has meant improved ability to give quickly and accurately such information as may be needed and as time goes on will mean that the Department of Public Instruction will be able to improve on this area of service greatly.

The statewide study of education has pointed out areas of weakness, which were known but now can be definitely pointed out with evidence to substantiate the claims. It is being used already in all areas of education in the State and will, no doubt, serve as a useful guide in improving all areas of education in North Dakota.

Ohio

ANNUAL REPORT UNDER TITLE V, SECTION 503, FISCAL YEAR 1968

State educational agency.—State of Ohio, Department of Education.

Funds expended or obligated.—$1,073,520.

Staff engaged, by number of positions.—76 professional; 36 nonprofessional.

Distribution of pupil enrollment and school districts served, by enrollment size of districts.—

Enrollment size of districts	Number of districts	Number of pupils enrolled
25,000 or more pupils	8	580,100
12,000 to 24,999	14	220,937
6,000 to 11,999	41	340,915
3,000 to 5,999	128	517,633
1,800 to 2,999	145	335,486
600 to 1,799	296	347,482
300 to 599	42	18,326
Under 300	39	5,446
Total	713	2,366,325

Projects.—

Major State Education Agency development, improvement, or expansion activities carried out during the fiscal year:

Expand, Develop, and Strengthen Leadership Consultative Services to Local Educational Agencies

To Develop and Expand the Internal Supporting Services

The purposes of these two projects are so closely related that our summary is made to include both projects. The fiscal year 1968 has been marked primarily by an improvement of services to local school districts with staff expansion provided for in previous fiscal years. There was one new major area of development. An assistant superintendent, one professional staff member, and one clerical staff member for urban education were added to the agency staff.

Summary

A review of services made possible by Title V was made by each administration unit in this agency. Reports from these units include the following items:

Division of School Finance and Transportation.—The expansion of staff in the School Finance Division, Pupil Transportation Section, made possible through Title V has enabled the division to vastly expand services to school districts in the pupil transportation area in Ohio.

A. New schoolbus driver training program (16 hours) has been completed by over 4,000 drivers in 3 years.

B. All financial and statistical reports have been committed to data processing technology resulting in current reimbursement capabilities by the division.

C. Maintenance reporting techniques have been programed and will be expanded to include a data bank on every schoolbus operating within the State. Output from this program will generate new management tools at the district level as well as State level.

D. A permanent vehicle file has been established on every schoolbus operating in Ohio (vehicle history field).

E. Personnel file is being generated on all schoolbus drivers and transportation personnel for purpose of evaluation performance, levels of training, etc.

F. New schoolbus inspection procedure has been developed coordinating the local district maintenance program with the State Highway Patrol inspection (inspection manual).

G. Routing and scheduling technology has been refined and is moving toward computer technology to enable efficient vehicle utilization service to every district in Ohio on an annual basis.

H. Bus driver pools are being established through area recruitment and pre-driver training programs to help local school districts maintain a trained, qualified staff of bus drivers.

In addition to the specific programs mentioned, Title V funding has enabled the transportation staff to begin basic research projects that will bring a safer, more efficient pupil transportation service to the pupils in Ohio.

Current Programs of Research:

A. Development of small vehicle standards.
B. Safety seat research.
C. School bus accident research. This program offers many important implications such as improved bus specifications, driver retraining programs, and the improvement of driver practices.
D. Centralized maintenance programs.
E. New management technology for pupil transportation.

Ohio transports over 1.1 million pupils daily and expends in excess of $40 million to do the job. Title V has greatly assisted in accomplishing this task.

Division of Elementary and Secondary Education:

A. Staff expansion—
   6 General supervisors
   3 Specialists
   1 Assistant director
B. Increased services—
   1. Regular inspection increased from 154 to 305 high schools.
   2. Service to all 88 counties in Ohio.
   3. Increased services to elementary schools through consultative services (719), workshops (30), evaluations (213), demonstration teaching (176), inservice programs (319), regional conferences (39), colleges and universities (53), and addresses (260).
C. Publications—
   1. Evaluative Criteria for Health Education.
   2. Civil Defense for the Schools of Ohio.
   3. Suggestions for Effective Supervision.
   4. Guidelines for Early Entrance Testing.
   5. Four Curriculum Guides for Industrial Arts Education: Metals, Drafting, Power Mechanics, Graphic Arts.
   6. A Guide for the Selection and Development of Curriculum Materials Reflecting Current Scholarship on America's Dynamic Pluralism.
D. Reference materials—
   Expansion of professional references and other materials for the professional library.
E. Special consultants—
   Twelve former superintendents and principals were employed for a 12-weeks period to gather information from the eight large cities on special programs for inner city pupils. This information has been assembled and is being classified. In addition, these special consultants evaluated 300 high schools on the basis of the 1957 standards and advised these schools on items necessary for full compliance with the 1968 standards. Reports were written for each of the 300 schools.

Division of Computer Services.—Prior to Title V this division was staffed by five prople with a budget of $125,000 ($75,000 of which was contracted with the State's central data processing agency). Specific applications were:

Annual Statistical Reports
School Foundation
Teacher Certification
Pupil Transportation

Title V enabled the department to purchase a medium size computer system, to lease the necessary supporting, and to adequately staff the division with capable operational and professional personnel. Aside from the purchase of the computer system, which was a one time expenditure of $265,000 Title V has supported this division at a level in excess of $100,000 per annum more than the prior level. The benefit of these funds is apparent.

A. The annual statistical reports and the related publications have been revised to reflect more accurately the expenditures of Ohio's schools and the impact of Federal funds.
B. The State's school foundation program was completely automated from source document to warrant. This enabled the State to move from a quarterly payment to a monthly payment which includes monthly statements. Instead of new payments lagging 6 months the State now begins payments in July on what it estimated the fall ADM to be district by district. (This is done with one-third of the staff formerly employed in the foundation section.)
C. The scoring and analyses of the State's testing program was brought "into house" from ETS of Princeton, N.J. resulting in a savings between $75,000 and $100,000. This is enabling the Ohio Testing Services of the Division of Guidance and Testing to develop alternate

tests and to get themselves on a sound financial base.

D. An internal accounting system has been developed and is currently entering the implementation phase. The results of this will be better information for department administrators and managers.

E. The department's educational directory is now prepared on the computer and is ready for distribution in October as opposed to February or March.

F. A Vocational Education Information System which meets both the needs of Ohio and U.S.O.E. is being developed.

G. For the first time the department now has an automated file on each of the 100,000 plus certified employees serving the public school system. Meaningful reports on teacher training, experience, etc., are being prepared by this division.

H. During the past year this division held several meetings with school district data processing personnel. These people are now developing data processing files at LEA level which are compatible with the SEA. In addition to reporting to the SEA on punched cards or magnetic tape, these districts are now sharing with each other systems, programs, and ideas.

I. Other new and/or improved applications being developed are: department inventory, home economics survey, physical education survey, high school principal's report, teacher certification, school bus maintenance system, Federal and State distribution of funds report, published report on enrollment, and report of staff and pupils by minority groups, by school.

Division of School District Organization.—Infusion of Title V funds has placed the State Department of Education in a position to render more and improved services to various school districts throughout the State in the area of school district organization, primarily on a consultative basis. At the present time, three professional personnel devote full time and one additional person spends part time working with the problems of school district organization. Since January 1966, one individual has devoted 30 months, a second 18, a third 5, and a fourth the equivalent of 3 months to reorganization problems. One full-time secretary joined the division in June 1968.

In January 1968, the State Board of Education created a Division of School District Organization and appointed a director, who has served full time since May. As of May 1968, the division has been operating as a cohesive unit.

During fiscal year 1968, members of school district organization have carried out the following functions:

A. Prepared comprehensive reorganization studies involving 20 school districts in seven counties. Fifteen public meetings were held to explain the studies which involved 3,500 citizens.

B. Counseled 35 administrators and/or boards of education in 28 counties for the purpose of dissolving and reorganizing 28 school districts which did not operate a complete 12-grade system.

C. Analyzed 117 bond issues proposals submitted by school districts in Ohio, based upon established criteria, for approval or disapproval by the State Board of Education and/or the Superintendent of Public Instruction.

D. Developed profile studies for possible reorganization of 25 school districts.

E. Gathered data and prepared reports on 14 transfer of school district territory proposals for action of the State Board of Education, pursuant to section 3311.06 of the Ohio Revised Code.

F. Sixteen transfer of school district territory proposals, submitted by the electorate or boards of education were studied for action of the State Board of Education, pursuant to section 3311.24 of the Ohio Revised Code. Ten of the proposals required hearings to be held in the affected territory.

G. Division personnel have assisted with school district organization problems in 55 of the 88 counties.

H. Each administrator in Ohio has had an opportunity to attend conferences during the fiscal year where a speech has been delivered regarding school district organization.

I. Numerous speeches have been delivered to citizen groups such as league of women voters and parent teacher associations. In addition, school district organization discussions have been carried out with single as well as groups of boards of education.

Oklahoma

ANNUAL REPORT UNDER TITLE V, SECTION 503, FISCAL YEAR 1968

State educational agency.—Oklahoma State Department of Education.

Funds expended or obligated.—$372,612.

Staff engaged, by number of positions.—20.13 professional; 14.15 nonprofessional.

Distribution of pupil enrollment and school districts served, by enrollment size of districts.—

Enrollment size of districts	Number of districts	Number of pupils enrolled
25,000 or more pupils	2	153, 754
12,000 to 24,999	3	52, 761
6,000 to 11,999	6	48, 188
3,000 to 5,999	16	63, 372
1,800 to 2,999	16	36, 193
600 to 1,799	104	105, 232
300 to 599	146	61, 832
Under 300	667	68, 643
Total	960	589, 975

Projects.—

Improvement of General Administration Practices in the State Department of Education

Total funds: $143,536; staff: 6.44 professional and 7.66 nonprofessional.

Internal Audit Business Management.—Provided the necessary fiscal management for all federally funded programs; conducted a significant number of field audits. These audits served two purposes: (1) To account for the proper expenditure of Federal funds in the various programs and (2) to assist public school personnel in improving accounting, reporting, and business management practices.

Library—Professional.—Held an open house in the department's professional library for staff members to check on the availability of materials. Some new books were ordered.

Statistics and Data Processing.—Continued use of the 534 optical scanner key punch and added a new RCA Spectra 70/35 computer; conducted a follow-up study of holding power and student activities; made arrangements with several school districts to continue to do student enrollment and pupil accounting; completed a programing task for school lunch; and developed a system for reducing the amount of time spent on calculation of State aid.

Strengthening and Expanding the Study, Development, Evaluation, and Dissemination Techniques of State Educational Programs

Total funds: $95,146; staff: 4 professional and 2.88 nonprofessional.

Study, Plan, and Evaluate Educational Programs.—Created a research division; gathered, compiled, analyzed, and interpreted data for the department; began machine processing of data.

Curriculum Development.—Completed teaching guides in library skills, mathematics, language arts, vocational guidance, education of exceptional children, and driver and traffic safety education; completed volume IV of "Successful Ventures in Contemporary Education in Oklahoma"; distributed copies of available teaching guides to the teachers of the State; and held inservice education meetings in the areas of science, language arts, reading, mathematics, instructional media, library, guidance and counseling, foreign language, and social studies.

Collecting, Interpreting, and Disseminating Information on Education.—Expanded services in the area of public information; furnished articles to magazines and newspapers within the State; one staff member attended a workshop directed by Project Public Information in Denver, Colo.

Expansion and Improvement of Leadership, Consultative, and Technical Services to School Districts

Total funds: $27,535; staff: 2.08 professional and 0.59 nonprofessional.

Health, Safety, Driver, and Physical Education.—Provided supervisory services in health, safety, driver, and physical education to the school districts of the State; continued use of the mobile unit.

General Leadership and Assistance in Special Education.—Expanded consultative services in speech and hearing to school districts of the State.

Pupil Guidance and Counseling Services.—Made revisions in the IBM forms used by local educational agencies for reporting to the department; began mathematical calculations for counties and school districts to determine areas of highest concentration of dropouts and to locate school districts with successful holding power practices; and searched the literature for new ideas concerning the identification of the potential dropout and new holding power practices. Findings were made available to the school districts of the State.

Leadership Expansion to School Districts for Administrative Services

Total funds: $26,410; staff: 1.71 professional and 1 nonprofessional.

School Lunch.—Conducted pilot nutrition education programs in schools throughout the State, including one for parents.

Financial and Business Management.—Analyzed school district budgets and assisted local school district staff in adopting improved auditing procedures and fiscal policies; held workshops for local school district personnel and made individual school visits.

Improvement of State Department of Education Services

Total funds: $14,691; staff: 1 professional and 1.02 nonprofessional.

Handled an increased certification load; approved new college and university teacher education programs; developed four new certificate programs; worked on two NCATE evaluation teams; reevaluated the approved certificate programs at three institutions of higher education in the State; approved six new certificate programs at four institutions of higher education in the State; worked 1 day with the central States in Chicago on matters concerning reciprocity agreements for teacher certification in the United States; worked with other States on proposed standards for State approval of teacher education; provided consultative services for three colleges on matters of teacher education; coordinated the work of the Oklahoma TEPS Commission; and worked with the Institute in Early Childhood Education, a teacher corps project which is sponsored by eight institutions of higher education.

Supervision of Instruction in Critical Subjects

Total funds: $65,294; staff: 4.9 professional and 1 nonprofessional.

A committee of experts developed an elementary science guide (grades 1–6) for the Oklahoma Curriculum Commission. Twenty-one workshops were held throughout the State to explain these guides and to teach a class by the inquiry method. This was done to a lesser degree and in different ways in other critical subject areas. Held eight regional workshops in modern foreign language with 360 teachers attending; held two statewide meetings with 750 teachers attending; held six workshops in reading with 500 teachers attending; held workshops for school administrators and teachers on the use of audiovisual equipment and materials; and held workshops with colleges in the State.

Summary

Over the period of Title V, section 503 grants, program funds have been employed largely for providing instructional services to local educational agencies and for strengthening departmental data processing and statistical services. In fiscal year 1968, most of the project activities were continued from fiscal year 1967, the exceptions being those activities transferred to Title V which were formerly funded under Titles III and X, section 1009, of NDEA.

Oregon

ANNUAL REPORT UNDER TITLE V, SECTION 503, FISCAL YEAR 1968

State educational agency.—Oregon Board of Education.

Funds expended or obligated.—$335,758.

Staff engaged, by number of positions.—24 professional; 15 nonprofessional.

Distribution of pupil enrollment and school districts served, by enrollment size of districts.—

Enrollment size of districts	Number of districts	Number of pupils enrolled
25,000 or more pupils	1	85, 237
12,000 to 24,999	3	56, 963
6,000 to 11,999	8	63, 207
3,000 to 5,999	22	83, 822
1,800 to 2,999	24	55, 522
600 to 1,799	76	76, 262
300 to 599	57	24, 890
Under 300	207	22, 214
Total	398	468, 117

Project.—

Strengthening the Data Processing and Statistical Services

Total funds: $103,443; staff: 7 professional and 6 nonprofessional.

This project provided the SEA with the staff required to completely overhaul the SEA's internal accounting system. The system is now fully automated and has machine-run capabilities for any reporting desired. Also, collection, tabulation, analysis, and dissemination of fiscal and administrative data involved in making basic school support payments and special payments to 365 local school districts, 35 county and intermediate education districts, and 12 community colleges have been improved.

Strengthening and Improving Consultative and Technical Services

Total funds: $110,429; staff: 12 professional and 4 nonprofessional.

Consultative and leadership services in five areas were provided under this project:

A. Music—the SEA consultant conducted and/or coordinated county and regional meetings to design a statewide system for development of music curricula that are balanced and articulated for grades 1–12.
B. Industrial Arts—the SEA consultant developed, in cooperation with a widely representative steering committee, a State guide entitled "Industrial Arts in Oregon Schools."
C. Art—the SEA consultant worked with a State advisory committee to define kinds of supportive services and facilities needed for fine arts programs in public schools. Common philosophies for the seven fine arts areas were defined.
D. Audiovisual—the SEA consultant coordinated "Project Springboard," a high impact program wherein equipment and materials suppliers cooperated with local districts.
E. Educational Television—the SEA consultant produced current events series for grades 4–8 and wrote a teacher's guide for it.

To Accelerate Innovations Through SEA Participation

Total funds: $34,424; staff: 1 professional and 1 nonprofessional.

The administrator for this project:

A. Developed and prepared for publication, information for educators and the lay public about new programs, practices, materials, and projects in curriculum, instruction, and teacher education.
B. Coordinated this SEA's participation in Title V, section 505, ESEA projects ("Project Public Information" and "State Planning Assistance and Program Consolidation") and the work of the Education Commission of the States.
C. Coordinated the research and development work of this SEA with the Oregon Educational Research Coordinating Council, the Northwest Regional Education Laboratory, and HUD's Model Cities Program.
D. Assisted local school districts with program development and proposal writing in seeking State, Federal, and foundation funds.

Governor's Action Program in Education

Total funds: $16,245; staff: 1 professional and 1 nonprofessional.

The specialist under this project:

A. Served as Executive Secretary to the Governor's Action Committee on Education which had as its goals seeking ways to improve pupil diagnosis, provide for placement (both academic and occupational) in appropriate learning experiences in the individual's next step in his life cycle, and involvement of community resources in planning and supporting educational programs.
B. Developed and established four pilot programs regionally throughout the State to test the rational and procedures aimed at achieving the Governor's Action Committee's goals. Called "Operational Unlock," the concept is finding favor with the local school districts as they work with laymen in their communities.

Reorganization of Intermediate Education Districts

Total funds: $29,336; staff: 1 professional and 1 nonprofessional.

The educational specialist for this project served as assistant executive secretary to a commission created by the 1967 legislature to develop a State plan for reorganizing the Intermediate Education Districts in Oregon. Alinement of SEA functions with IED functions so as to best serve local school districts are being given prime consideration. Assessment, with a view toward realinement, is being made of such functions as standardization of schools, cooperative evaluation of local instructional programs, State and Federal program assistance, consultative services, area education programs, and legal and financial assistance. The Commission will present its plan to the State Board December 31, 1968.

The Commission created six Area Advisory Committees regionally throughout the State and 125 lay citizens served on them for a year.

Program Evaluation and Cost-Quality Studies

Total funds: $17,377; staff: 1 professional.

The coordinator for this project has:

A. Spent time and effort in attempting to create an interest in cost-benefit studies and other related concepts such as the planning, programing, budgeting system (PPBS), and the systems approach to decisionmaking and problem solving.
B. Formally contacted about 40 individuals and groups, and thoroughly reviewed the literature to report the present and projected "state of the art." Groups contacted include State, county and local school, tax, and financial officials, as well as university specialists.
C. Reports to the SEA Cabinet include, "The Systems Approach to Planning"; "Cost-Benefit Analysis—a Conceptual Framework"; "Can the Educational Process Be Modeled"; and "PPBS and Its Implications for Education."

Inservice Project for Improving Teacher Preparation Programs

Total funds: $26,223; staff: 1 professional and 1 nonprofessional.

The Director under this project has:

A. Initiated (or continued) special training programs, for those who prepare teachers, in inquiry development questioning strategies, coping behavior study, logic of teaching study, study of nonverbal teacher behavior, and teacher-pupil communication.

B. Conducted special studies to acquaint higher education staff with recent curricular developments in various subject areas.

C. Conducted intern programs, clinical professorship programs, and experimental training programs for teachers and administrators.

D. Supervised a 3-year program to test the feasibility of developing student teacher-intern centers in remote areas (five school districts in northwest Oregon are involved).

E. Provided advisory assistance on National Teacher Corps programs; developed new regulations for teacher aides; wrote State plans for EPDA.

Pennsylvania

ANNUAL REPORT UNDER TITLE V, SECTION 503, FISCAL YEAR 1968

State educational agency.—Pennsylvania Department of Public Instruction.

Funds expended or obligated.—$1,004,126.

Staff engaged, by number of positions.—80.25 professional; 32.5 nonprofessional.

Distribution of pupil enrollment and school districts served, by enrollment size of districts.—

Enrollment size of districts	Number of districts	Number of pupils enrolled
25,000 or more pupils	2	347,643
12,000 to 24,999	13	193,177
6,000 to 11,999	52	439,514
3,000 to 5,999	155	638,906
1,800 to 2,999	162	378,238
600 to 1,799	167	212,919
300 to 599	18	8,436
Under 300	234	2,534
Total	803	2,221,367

Projects.—

Accounting Manual Revision

Total funds: $19,123; staff: 1 professional and 1 nonprofessional.

The general fund revenue section of the School Accounting Manual was printed and distributed to school districts, auditors, organizations, and State agencies interested in or involved in school accounting. The Advisory Committee on Public School Accounting met frequently to aid in establishing policy and in revising process, and to give final approval to portions of the expenditure section. The manual should help to end confusion in accounting procedures and improve the collection of educational fiscal data.

Educational Management Information System

Total funds: $326,328; staff: 30 professional and 3 nonprofessional.

The long range study to develop an Educational Management Information System was completed and a 5-year plan was developed. An amendment was made to the basic contract to conduct a study of the satellite data processing requirements of the Commonwealth. A number of research projects were undertaken as a result of upgrading the computer system to incorporate additional memory, multiple/divide circuitry, and additional cram units. A Users Group from the State colleges was organized and meets regularly to exchange ideas and concepts, and to develop data processing standards. Coordination with the school districts was initiated. Seventeen operational projects (are under development) have strengthened the department through greater access to information and statistics, and have generated reports of great assistance to various levels of management. One project contributed significantly in providing the legislators of the Commonwealth with information for proposed legislation on teachers' salaries and school subsidies. The Data Processing Center is also contributing to a special project being conducted by the Higher Education Facilities Commission to determine needs in facilities over the next 10 years.

Information Dissemination Services

Total funds: $22,072; staff: 1 professional and 1 nonprofessional.

The employment of additional personnel and the availability of certain materials through this project have made it possible for this agency to expand essential information services to both the printed and broadcast media, to departmental personnel, and to school and college professional staffs throughout the State. This project has also aided in meeting demands for the preparation of materials for both the superintendent's and Governor's offices and has permitted the publication of two newsletters, one in basic education and one in higher education.

Career Development

Total funds: $48,583; staff: 1 professional and 1 nonprofessional.

The addition of staff through this project has contributed directly to (1) recruitment through employee benefits, (2) professional development through the program to upgrade skills and knowledge, (3) promotion through upgrading of skills, and (4) retention of staff.

Publications

Total funds: $37,673; staff: 3 professional and 3 nonprofessional.

The staff members added through this project have contributed to (1) an increase in the number of educational publications for internal and external departmental communication, (2) the publication and dissemination of guidelines and requirements for the preparation of materials for publication, and (3) the establishment of new systems for records maintenance.

Legislative Services

Total funds: $46,614; staff: 2 professional and 3 nonprofessional.

By the addition of staff to the Office of Legislative Services: (1) the Daily and Weekly Legislative Reviews were expanded and given broader distribution, (2) legislative summaries were produced and distributed statewide and a revision of the school code was 60 percent completed, and (3) broader coverage has been effected by utilizing the commissioners, their staff members, and the bureau directors.

Federal Programs

Total funds: $31,823; staff: 2 professional and 2 nonprofessional.

The additional staff have greatly increased a close working relationship between the State and LEAs. The office has become a resource center for information, materials, and directives on Federal programs. All LEAs are fully informed about Federal programs through announcements, publications, and direct person-to-person contact. Close coordination has been developed with agencies such as OEO, Appalachia, Health, Welfare, Commission on Civil Rights, Labor, Justice and other agencies that have education programs or support education with other services.

Mathematics Information System

Total funds: $34,358; staff: 1 professional and 3 nonprofessional.

The project has contributed to the department's leadership through: (1) a Central Information Center—collected information and made it available to local school districts, (2) regional centers—made curriculum consultative service available to local school districts at convenient locations, (3) cooperating State agencies—utilized existing State agencies, and (4) novel computer application—developed a set of computer programs for indexing, coding, storing and retrieving information. Fourteen of 20 basal mathematics textbook series K–6 were analyzed, indexed, and prepared for microfilming. Seven series are microfilmed. Four standardized achievement tests including all equivalent forms were analyzed by content, behavioral objectives, and item format. The research studies file consists of 243 research articles published in about 25 journals during the period 1909–1965.

Senior High Fine Arts Course

Total funds: $29,419; staff: 1 professional and 1 nonprofessional.

Major accomplishments of the project include: (1) completion of the "working copy" of the curriculum guide, (2) submission of a Title IV, ESEA proposal to evaluate the inservice training of teachers in the related arts and to develop measures of cognitive-affective change in students, (3) completion of inservice training for 110 art, music, theater, and dance teachers who will test the materials and approach in the curriculum guide, and (4) conferences with department chairmen in all the art areas from the colleges and universities in the Commonwealth about new programs for the preservice training of teachers in the related arts.

Critical Research and Utilization of Developments in Education

Total funds: $26,326; staff: 2 professional and 1 nonprofessional.

The project aided in: (1) coordinating the activities of the 16 Educational Development Centers, (2) evaluating ongoing programs, (3) creating inservice programs for teachers, (4) disseminating information on significant innovative programs, and (5) helping to start the Quality Assessment Program.

Utilization of Resources in Education

Total funds: $45,099; staff: 2 professional and 3 nonprofessional.

This project contributed to identifying known quality educational programs, describing them in 250-word abstracts, publishing and distributing them to educators throughout the State, and responding to letters of inquiry about these programs.

Student Teaching

Total funds: $20,553; staff: 1 professional and 1 nonprofessional.

Twenty-two top educators were invited to Harrisburg to write the first draft of "Guidelines for Professional Laboratory Experiences in Pennsylvania with Suggestions for Their Implementation." The first draft was taken to the field through 10 regional meetings involving 300 people and all reactions were recorded. The second draft was then written and will be reviewed by the State Student Teaching Advisory Committee before the final draft is completed. The guidelines will be reviewed periodically and revised as experience and research indicate needed change.

Supervisory and Related Curriculum Services

Total funds: $268,155; staff: 26 professional and 4 nonprofessional.

Through the project, the department has: (1) established a Division of Industrial Arts, (2) assisted in initiating the first program in Pennsylvania for the related arts (history, appreciation, etc.), (3) increased the number and scope (to include science) of the visiting lecturer series, (4) instituted field testing of the Religious Literature of the West course, and (5) developed and distributed new or revised publications. Teacher educators and school administrators seek consultation from the State Department and are increasingly cooperative in field testing, evaluating and developing innovative practices and curriculums.

Statistical Services

Total funds: $48,000; staff: 7.25 professional and 5.5 nonprofessional.

The reporting of more data to the State education agency has been accomplished through improved and enlarged statistical forms, revised Manual, acceleration and expansion in the processing of data, increase in analysis of data, and dissemination of data through additional and more complete publications. The department is now able to better meet the needs for data on which educational decisions are made on the local, State, and national levels.

Summary

In the use of Title V, ESEA funds during the years 1966, 1967, and 1968, Pennsylvania gave highest priority to statistical and data processing. Instruction improvement for LEAs ranked second with emphasis on the 1968 project, while several grants contributed to third-ranking general administration of the State Department of Instruction.

Rhode Island

ANNUAL REPORT UNDER TITLE V, SECTION 503, FISCAL YEAR 1968

State educational agency.—Rhode Island State Department of Education.

Funds expended or obligated.—$207,193.

Staff engaged, by number of positions.—16 professional; 13 nonprofessional.

Distribution of pupil enrollment and school districts served, by enrollment size of districts.—

Enrollment size of districts	Number of districts	Number of pupils enrolled
25,000 or more pupils	1	26, 980
12,000 to 24,999	2	30, 366
6,000 to 11,999	4	34, 541
3,000 to 5,999	9	36, 559
1,800 to 2,999	9	22, 094
600 to 1,799	8	9, 376
300 to 599	5	1, 842
Under 300	2	358
Total	40	162, 116

Projects.—

Improvement of General Departmental Administration and Operation

Total funds: $50,834; staff: 6.

Additional staff was employed to provide research and communications services, and these services coordinated with the Office of Federal-State Relations to provide more effective service to local educational agencies. A modern recordkeeping financial system improved fiscal operations, permitting increased participation in Federal programs. A beginning was made to develop similar fiscal procedures for local education agencies to produce a more sophisticated system on a statewide basis.

Leadership, Consultative and Technical Services to Local Educational Agencies for Improvement of Instruction

Total funds: $87,729; staff: 15.

Supervisory personnel serving in a number of Federal programs were involved in an assessment of the current level of services in their respective fields of specialization. Curriculum guides, courses of study, and other materials required by program statutes are being developed. Orientation sessions, conferences, and workshops were conducted to inform local education agencies of department services. A departmental program to stimulate innovation has been established so that departmental staff consultants serve as catalysts to promote new ideas, concepts, and programs in Rhode Island schools.

Department of Education Management Study

Total funds: $23,300; staff: none.

Phase I of a management study, attempting to delineate the policymaking role of the State Board of Education from the administrative role of the Commissioner, their relationships, department organization, salary and job structure, program planning and budgeting, interdepartmental cooperation, information systems, physical facilities, and communications has been completed and recommendations for phase II presented to the State Board of Education. The commissioner, State Board of Education, and department staff have begun to evaluate the information collected and to assess program operations and needs.

Improvement of Statistical Services

Total funds: $45,330; staff: 8.

An evaluation of State services is being made to identify those which need to be converted to machine processes. Areas of expansion include State followup information, State aid determinations, professional staff reporting, and fiscal and statistical reporting.

Summary

Over the period of Title V, section 503 grants, program funds have been employed largely for general administration, statistics and data processing, program planning and research, instructional and administrative improvement for local educational agencies, and pupil personnel services. The three fiscal year 1968 projects were continued from fiscal year 1967, and resulted from more highly specialized subject field, service, and management projects funded in fiscal year 1966.

South Carolina

ANNUAL REPORT UNDER TITLE V, SECTION 503, FISCAL YEAR 1968

State educational agency.—South Carolina State Department of Education.

Funds expended or obligated.—$375,089.

Staff engaged, by number of positions.—46 professionals; 30 nonprofessionals.

Distribution of pupil enrollment and school districts served, by enrollment size of districts.—

Enrollment size of districts	Number of districts	Number of pupils enrolled
25,000 or more pupils	2	88, 359
12,000 to 24,999	10	159, 343
6,000 to 11,999	23	202, 771
3,000 to 5,999	27	114, 443
1,800 to 2,999	22	49, 717
600 to 1,799	20	26, 070
300 to 599	4	2, 028
Under 300		
Total	108	642, 731

Projects.—

Operation of Office to Coordinate and Administer Program

Total funds: $26,035; staff: 3 professional and 2 nonprofessional.

Provision was made to expand the services of the Department of Education in preparation for comprehensive statewide planning in connection with Title III ESEA and EPDA. An administrative assistant for planning was actively involved in comprehensive planning activities. Personnel studies were made. Evaluation of activities has been conducted in term of objectives. Program of information dissemination has been expanded. As a result, operation of office to coordinate and administer programs has been facilitated.

Operation of Office of Research and Planning

Total funds: $85,995; staff: 4 professional and 5 nonprofessional.

Provisions have been made for this Office to explore its area of responsibility to include overall needs assessment for the Department and overall evaluation of program effectiveness correlated with long range planning.

Project Designed for Improvement of Preservice and Inservice Teachers

Total funds: $37,530; staff: 4 professional and 2 nonprofessional.

This project has enabled the Department to complete and implement three proposed, four videotaped courses of inservice teacher education.

Expansion of Service, Office of General Education, Division of Instruction

Total funds: $126,969; staff: 26 professional and 11 nonprofessional.

This project was intended to provide funding necessary to coordinate and carry out expanded functions of Departmental personnel in terms of studies and activities related to planned improvements of the instructional program on a statewide basis. The expanded activities made possible by the project have enabled the Department to meet, at a minimal level, the proposed long range improvements. However, shifts in Title V funding which necessitated an unplanned reassignment of responsibilities formerly funded under NDEA when coupled with late funding and curtailment of funds has made it impossible to carry forward its activities at the level originally planned.

Establishment of a Free Statewide Test Scoring Service

Total funds: $52,228; staff: 1 professional and 4 nonprofessional.

No expansion of this service was possible this year. The original concept was sound but the demands for test scoring services were greater than the facilities, services, and personnel funded for the project. It remains to be seen whether the provision of free statewide test scoring can fulfill its purpose of supplying the Department with comprehensive measurement data necessary as a baseline for educational improvement. However, the program, although somewhat restricted, is being continued. Critical evaluation of the services is being conducted.

Operation of the Statistical Section, Office of Finance

Total funds: $45,564; staff: 8 professional and 6 nonprofessional.

The shifting of operations of the statistical section, formerly conducted under NDEA Title X were necessary and resulted in no significant improvement or expansion. However, provision of funds under Title V enabled the Department to continue a valuable on-going activity.

Operation of Professional Materials Center

Total funds: $768.00.

The expansion of staff made possible through Public Law 89–10 coupled with the attendant planning for continued expansion and increased leadership activities made the provision of a professional staff library and material center—a central factor for improvement. However, the materials center has failed to fulfill original hopes for a central professional staff library serving the needs of all of the departmental staff. Limited utilization has been attained, but the proposed expansion into effective inservice instrument has not been realized.

Summary

Programs funds from Title V, section 503 grants have been employed largely for expansion of instructional services and for the operation of a professional materials center. The major purpose of the project on instructional services was to provide funding necessary to coordinate and carry out expanded function of departmental personnel in terms of planned improvements on a statewide basis. However, shifts in Title V funding, late and curtailment of funds have made it impossible to carry forward the activities as originally planned. On the other hand, the project has enabled the Department to meet long range improvements on a minimal level. Expansion of the materials center through improved staffing, planning, and leadership activities, have helped in the development of a professional staff library and materials center, although the proposed expansion into an effective inservice instrument is still limited.

South Dakota

ANNUAL REPORT UNDER TITLE V, SECTION 503, FISCAL YEAR 1968

State educational agency.—State of South Dakota, Department of Public Instruction.

Funds expended or obligated.—$210,605.

Staff engaged, by number of positions.—10.50 professional; 15.25 nonprofessional.

Distribution of pupil enrollment and school districts served, by enrollment size of districts.—

Enrollment size of districts	Number of districts	Number of pupils enrolled
25,000 or more pupils		
12,000 to 24,999	2	30, 538
6,000 to 11,999		
3,000 to 5,999	4	16, 478
1,800 to 2,999	7	17, 050
600 to 1,799	35	34, 062
300 to 599	77	31, 861
Under 300	1, 859	41, 618
Total	1, 984	171, 607

Project.—

Major State Education Agency Development, Improvement, or Expansion Activities Carried Out During the Fiscal Year.

Improvement of Consultative and Leadership Capacities in Areas of Administration, Instruction, and Special Services.

Total funds: $210,606; staff: 10.50 professional and 15.25 nonprofessional.

Basically the South Dakota Title V project for fiscal year 1968 was a continuation of the program initiated in the previous year. In addition, an attempt was made to strengthen the planning and evaluation aspect of the Department. Title V project funds were obligated for a study of elementary and secondary education in the State of South Dakota. The main purpose of the study is to analyze the strengths and limitations of public elementary and secondary education and of such educational structure in South Dakota and to develop recommendations for both short and long range improvement. During this fiscal year funds were used for a Title V review, and findings from this review will be utilized in future planning under Title V.

Summary

A statewide study of the status of education in South Dakota to be used for a basis for long range planning has long been needed. Funding under Title V has made it possible for the department to take a leading role in this status study. As a result the Department is assuming a much improved image throughout the State. The establishment of the department in a leadership position seems to be acting as a catalyst to engender a spirit of cooperation among the school districts that has never previously been in existence. Schools are looking to the department for leadership more than they ever have before; in fact, the demand far exceeds our ability to meet the requests at the present time.

Tennessee

ANNUAL REPORT UNDER TITLE V, SECTION 503, FISCAL YEAR 1968

State educational agency.—Tennessee State Department of Education.

Funds expended or obligated.—$491,004.34.

Staff engaged, by number of positions.—29 professional; 26 nonprofessional.

Distribution of pupil enrollment and school districts served, by enrollment size of districts.—

Enrollment size of districts	Number of districts	Number of pupils enrolled
25,000 or more pupils	6	351, 689
12,000 to 24,999	3	49, 651
6,000 to 11,999	23	177, 355
3,000 to 5,999	42	180, 395
1,800 to 2,999	29	70, 064
600 to 1,799	37	45, 476
300 to 599	9	3, 788
Under 300	2	420
Total	151	878, 838

Projects.—

General Direction and Management of Programs for Locating, Recruiting, and Developing the Competencies of Agency Staff Personnel

Total funds: $17,145.07; staff: 1 professional and 1 nonprofessional.

Establishment of the personnel office in the Department of Education greatly strengthened the department by consolidating recruitment, records, office routines, and training, thus giving various division directors time to devote to their major activities. Overall hiring procedures were improved by the centralization of recruitment.

Coordinator of State-Federal Program

Total funds: $20,161; staff: 1 professional and 1 nonprofessional.

The Office of the Coordinator of State and Federal Programs was established to coordinate the work of the projects operating under Title V, ESEA, section 503, and to provide to local educational agencies current information on all Federal educational programs.

Curriculum Planning and Program Development

Total funds: $103,602.70; staff: 12 professional and 5 nonprofessional.

Personnel added by this project enabled the State Department of Education to render services not previously available. They assisted local school systems in curriculum planning and program development, especially in relation to ESEA Title III and NDEA Title III programs. Two additional publications were the result of the development of curriculum materials. To secure and keep the competent personnel development, additional activities should provide training experiences for personnel needs.

Schoolhouse Planning, Pupil Transportation, and Technical Assistance Program

Total funds: $31,337; staff: 2 professional and 2 nonprofessional.

Additional personnel under this program provided assistance in school plant surveys and in the preparation of educational specifications. One result was an improvement in school planning and facilities. Also routing of, equipment for, and maintenance of transportation services were improved, along with reduction in costs. Still needed were personnel to assist local school systems in surveys of school plant needs, development of educational specifications, custodial training, property accounting, and dissemination of information. Also more personnel were needed to expand training programs for pupil transportation and provide resource information.

Public School Information Project

Total funds: $31,798.05; staff: 4 professional and 0 nonprofessional.

This project made possible more effective news service with radio, television, and both daily and weekly newspapers. New publications were "Education Weekly" and the bimonthly "Trailblazer." The first was mailed to an updated list of all news media in the State. The indepth stories in "Trailblazer," sent to libraries, county judges and other professional persons, industries, and news media, served as reprints, as a basis of editorials, or as comments on news broadcasts. It was selected in 1968 by *School Management* as one of the two best education publications in its class in the Nation. A new service was "News-feature," which provided human interest features which could be used at any time by all news media. A small beginning was made in inservice training for local school personnel in the field of public relations. Additional work needed to be done in the development of radio tapes and documentaries, which are expensive and require sustained support if they are to be successful.

Technical Services Program to Improve Financial and Business Management in LEA's

Total funds: $68,001; staff: 5 professional and 3 nonprofessional.

Regular consultative services to local school systems were supplemented by periodic meetings designed to continue the training and to upgrade State field service personnel in such areas as financial and personnel accounting, budgeting, and financial reporting. At least one meeting was held in each of the nine divisions of the State for this instruction. The first annual meeting of the Tennessee Association of School Business Officials in November 1967 was attended by more than 100 State and local officials. Plans involved one or more business officials from each of the 150 local educational agencies in the work of the Tennessee Association of School Business Officials. The quality of local records and reports continued to show improvement. Local superintendents and their staffs were better informed on financial and administrative matters as a result of the visits by State field service personnel. The updating of manuals and guidelines was mentioned.

Development of Division of Statistical Services

Total funds: $201,337; staff: 2 professional and 14 nonprofessional.

Installation of a computer was completed, operational and systems personnel were trained, and all machine data processes were transferred to the computer. The Statistical Services Division provided computer services to every division of the State department. Many reports, analyses, and research activities were prepared for State and Federal agencies. Processed information was now available on a daily basis in many areas, and reports were prepared more rapidly than before. All possible information was now stored in computer disk and tape files rather than on conventional paper forms.

The most difficult problem was data input. This problem could be helped by a workable document reader. A major handicap to the full use of the computer was the employment and holding of trained programing and systems personnel.

Coordinator of Technical and Field Services

Total funds: $16,360; staff: 2 professional and 0 nonprofessional.

The plan, begun in fiscal year 1967, to provide a coordinator for each division of the State was continued. The coordinator for the eastern division of the State was added by this project. Both he and the coordinator for the central division of the State served as liaison persons between the local and the State educational agencies.

When funds become available and a qualified person can be found, a coordinator will be named for the western division of the State.

Summary

Continuing projects from the beginning of grants under ESEA Title V, section 503 included such services to local school districts as curriculum planning and program development, planning school plants, improvement of pupil transportation, and improvement of financial and business management in the LEA's.

The State Department of Education was strengthened by centralizing personnel management, by continuing the Office of Coordinator of the State-Federal Program, by development of statistical services, including data processing, and by adding a second coordinator of technical and field services. Public information services and products were expanded.

Texas

ANNUAL REPORT UNDER TITLE V, SECTION 503, FISCAL YEAR 1968

State educational agency.—Texas Education Agency.

Funds expended or obligated.—$1,174,815.

Staff engaged, by number of positions.—64.14 professional; 52.27 nonprofessional.

Distribution of pupil enrollment and school districts served, by enrollment size of districts.—

Enrollment size of districts	Number of districts	Number of pupils enrolled
25,000 or more pupils	13	873, 998
12,000 to 24,999	25	413, 243
6,000 to 11,999	30	243, 530
3,000 to 5,999	70	284, 300
1,800 to 2,999	94	216, 526
600 to 1,799	320	328, 369
300 to 599	232	99, 134
Under 300	526	71, 134
Total	1, 310	2, 530, 234

Projects.—

A Comprehensive Plan for Strengthening Programs of the Texas Education Agency

Total funds: $1,174,815; staff: 64.14 professional and 52.27 nonprofessional.

Completed a program for an integrated budgeting and accounting system. This system was implemented and others were improved. Initiated an educational information system. Realined staff resources to conform organizationally with major planning functions. Initiated a statewide design for educational personnel development. Planned and established educational objectives. Enlarged upon the program of the education service centers, making this program a central leadership system for assisting local school districts in organizing comprehensive educational planning.

Developed a consolidated application, focused on program planning, through which a local school district applies for Federal funds from a number of different program sources. Initiated projects for inservice education of elementary science teachers to use the process approach. Established a project for early childhood education. Established a project for language development which was carried out as dialect analysis in five east Texas school districts. Initiated an elementary transparency project to support elementary curriculum development in the areas of health, safety, physical education, chemistry, physics, earth science, and biology. Initiated a new media program which provided an inservice training program in the effective utilization of aural and visual materials. Operated a graphic arts unit. Operated a tape and television laboratory which produced magnetic and video recordings and duplications for use by the agency staff, education service centers, and local schools.

Summary

Over the period of Title V, section 503 grants, program funds have been employed largely for: (1) providing instructional services to local educational agenices; (2) strengthening departmental data processing and statistical services; (3) general administration; and (4) program planning and research. In fiscal year 1968, most of the project activities were continued from fiscal year 1967, the exceptions being those activities transferred to Title V which were formerly funded under Titles III and X, section 1009, of NDEA.

Utah

ANNUAL REPORT UNDER TITLE V, SECTION 503, FISCAL YEAR 1968

State educational agency.—Office of the Superintendent of Public Instruction.

Funds expended or obligated.—$322,967.

Staff engaged, by number of positions.—11.5 professional; 17.5 nonprofessional.

Distribution of pupil enrollment and school districts served, by enrollment size of districts.—

Enrollment size of districts	Number of districts	Number of pupils enrolled
25,000 or more pupils	3	128, 104
12,000 to 24,999	4	70, 403
6,000 to 11,999	6	45, 737
3,000 to 5,999	6	22, 828
1,800 to 2,999	5	10, 675
600 to 1,799	10	11, 291
300 to 599	4	2, 069
Under 300	2	430
Total	40	291, 537

Projects.—

Strengthening Administrative Services

Total funds: $39,236; staff: 1 professional and 2 nonprofessional.

Expanded the role of the administrative assistant to the chief State school officer. Program review, analysis of benefit, and general responsibility for initiating special projects were functions assigned to the administrative assistant.

Strengthening Financial Accounting and Publication Services

Total funds: $40,241; staff: 2 professional and 3 nonprofessional.

Divided the fiscal accounting functions into two sections: (1) internal accounting in a division of "planning and internal services" and (2) external accounting in a division of "Auxilitary Services." This organizational change improved the fiscal management of programs and services related to the operation of the State educational agency. It also provided a mechanism for speeding up the processing of Federal and State flow-through funds to local educational agencies. Provided additional personnel for program aid distribution. Added a school finance consultant to assist local educational agencies.

Strengthening Instructional Media Services

Total funds: $27,560; staff: 1 professional and 2 nonprofessional.

Continued consultative and technical services to local educational agencies regarding audiovisuals and instructional media. Developed standards and guidelines for use by the schools of the State. Provided additional technical and clerical help in the Instructional Media Division. Produced audiovisuals for use by all State agency personnel in inservice programs. Conducted statewide workshops. Provided additional equipment and materials for use by the State educational agency specialists. Contracted with an artist during peak periods to assist State educational agency staff in the production of materials for presentations at workshops. Improved upon the coordination and organization of statewide ITV programs. Approximately 2,200 programs were telecast to the schools of the State.

Strengthening Elementary and Secondary Educational Services

Total funds: $99,958; staff: 3.5 professional and 2.5 nonprofessional.

Art and Music.—Conferred with teachers on issues and problems in art education. Held an inservice workshop in art for teachers. Provided consultative services in art to participants in a summer course for elementary school teachers offered by Utah State University. A number of art and music programs were analyzed and recommendations for improvement were made through the accreditation program of the department. Assisted in making evaluations of teacher training programs in three Utah colleges. Developed and distributed an elementary art guide. Printed and distributed a supplement for the teaching of art history. Provided for regular dissemination of the latest art theory, art education research, current lists of audio-visual materials, and annotated lists of reading materials for students and teachers.

Produced and telecast four inservice art programs for elementary teachers. Established an art educator of the year award. Emphasis on the importance of art and music was made through speeches to various age groups and through wide distribution of written materials. Specialists participated in a number of regional and national conferences.

English.—Continued consultative and technical services in English to the school districts of the State. Held institutes and workshops, conducted informal discussions, worked with professional organizations, and disseminated information through bulletins, films, and other media. Assisted school districts in curriculum development. Provided teachers with plans, bibliographies, and articles in the field.

Accreditation.—Carried out evaluation and accreditation activities. Made visits to approximately 28 senior high schools reaccredited. The accreditation specialist served as a member of the standards committee of the Northwest Association of Secondary and Higher Schools. This person also participated in one of the regional workshops conducted by the National Study of Secondary School Evaluation. Held a 1-week workshop to revise the procedures section of the *Evaluation Criteria for Elementary Schools in Utah.*

Mentally Retarded.—Provided consultative services to school districts of the State. Initiated the preparation of a handbook on learning disabilities. Conducted a 3-week special study institute on curriculum development. Prepared a supplementary guide on unit development. Published a list of high interest with low vocabulary books. Printed and circulated a list of easy-to-read books. Video-taped presentations by visiting consultants for use in inservice programs. Cooperated with the Division of Welfare in developing a teaching guide for the trainable mentally retarded. Held workshops for day care center personnel. Made presentations at 12 regional conferences in the State. Coordinated eight 2-week workshops on fundamentals of remedial reading. Trained six remedial teachers in the development of adapted texts on Utah geography and driver education. Circulated materials to persons interested in service to children with learning disabilities. Initiated the establishment of an Interagency Committee for Central Information, Referral, and Placement of Handicapped Persons. Conducted meetings of committees on remedial curriculum. Participated in two conventions of the Utah Association of Remedial Teachers. Made visits to schools to accredit their special education programs. Participated in program evaluations of 12 elementary schools, three junior high schools, and two senior high schools. Prepared and broadcast inservice television programs. Presented a monthly television program on remedial teaching.

Curriculum Development.—Provided improved and expanded consultative services to school districts of the State. Conducted curriculum development workshops in social studies, special education, aerospace, smoking and health, secondary reading, junior high science, elementary science, accreditation, reading, foreign language, and remedial reading for master teachers and other special consultants. Began the Utah instructional systems program, involving four schools of the State. Carried out the development of an exemplary kindergarten program. Evaluated a middle school pattern of organization. Developed improved marking and reporting programs. Redefined units of credit and how they can be earned. Established new graduation requirements. Carried out other similar projects.

Improvement of Teaching Competence

Total funds: $21,548; staff: 1 professional.

Continued consultative services in the area of preservice and inservice staff development and certification needs. Maintained liaison with six teacher training institutions on all aspects of teacher education. Maintained liaison with State and local organizations. The statewide advisory committee on student teaching met periodically to hear descriptions and share ideas on innovations in laboratory experience phases of teacher education programs. A professional laboratory experience clinic was held in cooperation with the Utah unit, Association for Student Teaching to explore the various aspects of instructional analysis as a tool for the cooperating teacher. A State *Guide for Student Teaching* was published and distributed to the teacher training institutions and local educational agencies of the State. Conducted an indepth visitation and evaluation of the teacher education program of Webster State College and Utah State University. Conducted a reevaluation of the secondary teacher education program at the College of Southern Utah.

Strengthening State Statistical Services

Total funds: $94,424; staff: 3 professional and 8 nonprofessional.

Expanded data processing services in the department. Improved the accounting practices for the Office of Rehabilitative Services. Gathered and stored vocational rehabilitation clients' statistical and financial information on magnetic tape. Expanded evaluation to include all students in the Title I, ESEA program. Served in an advisory and liaison capacity to a statewide "Utah Educational Data Processing Unit" study.

Summary

Over the period of Title V, section 503 grants, program funds have been employed largely for: (1) providing instructional services to local educational agencies; (2) strengthening general administrative functions; and (3) program planning. In fiscal year 1968, most of the project activities were continued from fiscal year 1967, the exceptions being those activities transferred to Title V which were formerly funded under Titles III and X, section 1009, of NDEA.

Vermont

ANNUAL REPORT UNDER TITLE V, SECTION 503, FISCAL YEAR 1968

State education agency.—Vermont Department of Education.

Funds expended or obligated.—$446,712.

Staff engaged, by number of positions.—14 professional; 7 nonprofessional.

Distribution of pupil enrollment and school districts served, by enrollment size of districts.—

Enrollment size of districts	Number of districts	Number of pupils enrolled
25,000 or more pupils		
12,000 to 24,999		
6,000 to 11,999	1	6, 402
3,000 to 5,999	1	3, 112
1,800 to 2,999	5	11, 886
600 to 1,799	31	28, 671
300 to 599	39	16, 710
Under 300	190	30, 638
Total	267	97, 419

Projects.—

Development and Research Planning Unit

Total funds: $95,698; staff: 4 professional and 2 nonprofessional.

The Vermont Regional Action Center Plan, including development, coordination, and implementation, was completed under the auspices of local and ESEA III funds in cooperation with local school personnel. Other activities were concerned with a close cooperative arrangement with the U.S. Office of Education and with other States and agencies to keep informed about research and development activities. A Title III State plan was developed which provided for coordination with Title I activities. Consultative services were provided to State and local officials on the development of model or innovative programs of education. A Vermont Design for Education document was prepared and assistance was given in preparation of a history of the State Department of Education, 1900–68.

Improvement of Statistical Services, Information Gathering, Analysis and Dissemination

Total funds: $23,926; staff: 3 professional and 2 nonprofessional.

Movement toward a greater degree of data processing to provide improved and new information was achieved through extensive work with the New England Education Assessment Project to adapt their system of fall data collection to State needs. An updated school register was developed and improvement made in processing and computation of general State aid. A departmental directory of services was prepared and made available and several issues of the Vermont Education Reporter published.

School District Reorganization Planning Service

Total funds: $20,661; staff: 2 professional (1 part-time) and 1 nonprofessional.

Consultative activities with local agencies, with the commissioner, with division directors and section chiefs in the State Education Agency on the reorganization of school districts into larger units, preferably unified school districts, K–12, have been initiated. A library of information relative to school district reorganization is being collected and advice and information has been supplied to the legislature. The report of the Temporary School District Advisory Committee has been written and edited, and presented to the legislature.

Supervision and Related Services for Critical Subjects

Total funds: $32,244; staff: 5 professional and 2 nonprofessional.

Activities of the consultants in the critical subject areas have enabled the department to achieve liaison with the schools of the State. The work of the consultants has strengthened the department in the eyes of the public, the colleges, and local school personnel and provided opportunity for leadership. This has been especially important in this State, because so few local schools have such resource people available. An industrial arts consultant has been employed for the first time, providing much needed expertise to local school personnel.

Summary

In the use of Title V, ESEA funds during the years 1966, 1967, and 1968, Vermont gave highest priority to development and research planning activities. In the 1968 project, Supervision and Related Services for Critical Subjects (formerly under NDEA Title III) ranked second, while two smaller projects were concerned with the improvement of statistical services, information gathering, analysis and dissemination, and school district reorganization planning services.

Virginia

ANNUAL REPORT UNDER TITLE V, SECTION 503, FISCAL YEAR 1968

State educational agency.—Virginia State Board of Education.

Funds expended.—$362,028.

Staff engaged, by number of positions.—30 professional; 20 nonprofessional.

Distribution of pupil enrollment and school districts served, by enrollment size of districts.—

Enrollment size of districts	Number of districts	Number of pupils enrolled
25,000 or more pupils	9	378, 293
12,000 to 24,999	9	164, 232
6,000 to 11,999	24	205, 515
3,000 to 5,999	39	167, 178
1,800 to 2,999	23	52, 777
600 to 1,799	24	31, 096
300 to 599	1	598
Under 300	2	....
Total	131	999, 689

Projects.—

Expansion and Implementation, Title III—Administrative Accounting Title V

Total funds: $22,125; staff: 2 professional and 2 nonprofessional.

Liaison between the State and Federal ESEA Title III offices was strengthened by the full-time services of added personnel. The local programs in the State funded by ESEA Title III were given full-time assistance in project preparation, program development, and budget negotiation. The State agency assisted in developing 12 new projects and 23 continuing projects.

Strengthening Leadership Services and Technical Assistance—Division of Research

Total funds: $111,771; staff: 7 professional and 5 nonprofessional.

Services to the local school divisions with ADP capabilities were increased during the year. These services were primarily advisory, particularly to those school divisions setting up their ADP systems. The State's educational data system was expanded. Data subsystems put into operation during 1967–68 included: school identification, fall enrollment, teacher assignment, school building information, triennial school census, annual school report, driver education status report, and elementary school report. A broader coverage and distribution of information was accomplished through the data processing center. Duplication of data requests was reduced. Analysis of information increased not only in quantity, but in the level of analytical methods applied. The leadership role of the Division of Educational Research was strengthened by a workshop on the extended school year, by closer contact with persons and agencies needing information available through data processing, and by expanded research services to local school divisions in a pilot study program.

Strengthening and Expanding Leadership Services in Secondary Education

Total funds: $62,528; staff: 6 professional and 3 nonprofessional.

Art Education.—This project served to develop, improve and expand art activities, with emphasis on the revision of State art curriculum guides, an expansion of inservice training,, and assistance to State divisions developing art projects under Title I of ESEA. State personnel helped to establish and served on the State Department Humanities Committee. The greatest unmet need, for which funds were not available, was development of a new elementary level art guide, with suitable curriculum materials.

Music Education.—The two professional staff members concerned with this project visited some 108 school districts, with return visits in 26 instances, following up on conferences, observations, and workshops. Portions of a curriculum guide for secondary music were developed, and projections for a monograph on music for preschool children were made. Research was conducted, using figures from the Division of Research.

General Secondary Leadership.—Two of the positions, namely, the consultant for evaluations and the consultant for junior high schools, were not filled during fiscal year 1967. Although the positions were filled in fiscal year 1968, this program was seriously curtailed.

Strengthening Leadership Services in the Improvement of Special Education

Total funds: $10,406; staff: 3 professional and 3 nonprofessional.

The major development during the year under this project was the employment of one professional with competencies in elementary mathematics and one secretary. This added staff expedited the development of a curriculum guide titled *Elementary*

Mathematics, K–7. The elementary mathematics specialist acquainted the entire State elementary staff with developments relating to the new curriculum guide and promising practices in Virginia and the Nation. Local mathematics workshops were held for a large number of elementary teachers, and consultations were held with supervisors and elementary school principals.

Strengthening Leadership Services to Improve Instruction in Elementary Education

Total funds: $11,516; staff: 3 professional and 2 nonprofessional.

Of major importance was the continued employment of a braille librarian. This staff member provided library services to some 190 legally blind children in public schools. As school divisions became aware of these services, greater demands were placed on the librarian, making necessary a reciprocal program with other State departments of education. The services were handicapped by lack of adequate storage space for books and lack of available textbooks in braille or large type.

Strengthening All Special Services

Total funds: $83,606; staff: 5 professional and 2 nonprofessional.

School Plant Facilities.—The School Survey Service, through the assistant supervisor of school surveys, completed six school plant surveys, involving the cooperation of professional staff members of the State agency, superintendents of local systems, and other professionals in local agencies. Nine partial studies were also carried out. The school building analyst continued the task of converting basic information to machine-processable form. This was available to local agencies in such form as aperture card files, reader-printer service, statistical data on approved prefabricated units, current cost data and cost analysis.

Pupil Transportation.—The program of inspecting school buses and conducting safety meetings with bus drivers was improved with the strengthening of the leadership role of the State agency. A revised publication, *Regulations Governing Pupil Transportation,* was distributed. In process were a handbook for bus drivers and collection of statistics on bus pricing.

Educational Television.—The second year of State agency activity in this project contributed to promoting a positive role of leadership in this field. Among activities were: development of ETV materials; leadership in workshops and preschool conferences on utilization of ETV; assistance in production of two motion picture films in business education and agriculture; and script writing for ETV films. Three ETV stations were in existence in the State in fiscal year 1967 and two more were added in fiscal year 1968.

Strengthening Leadership and Consultative Services of Teacher Education

Total funds: $4,647; staff: 2 professional and 2 nonprofessional.

The State Advisory Committee on Teacher Education was established, with membership including representatives from the State colleges. Standards were prepared for the approval of teacher preparation programs to conform with the new certification requirements to be effective in July 1968 and, at the same time, allow colleges flexibility in establishing programs for their own students.

Improving and Expanding the Public Information Program

Total funds: $19,263; staff: 2 professional and 1 nonprofessional.

The Office of Public Information and Publications broadened its informational activities through a large volume of releases to the press, radio, and television, as well as printed materials. Special attention was given to various titles of the ESEA, with assistance to ESEA Title I personnel in preparation of a newsletter and other Title I projects.

Innovations in Business Education and Industrial Education—Workshops

Total funds: $2,908; staff: 0 professional and 0 nonprofessional.

Business Education.—A workshop using two outside consultants was conducted to explore new curricular patterns in office occupations education, their application to modular and flexible scheduling, their implementation in high schools, and methods of teaching integrated subject matter.

Industrial Arts.—An intensive workshop was held to develop criteria that could be used in evaluating both industrial arts and vocational industrial education programs. This workshop, which followed a series of conferences on the subject, brought together 33 teachers, local supervisors, school superintendents, and State agency personnel, as well as four outside consultants. The funds for this project covered expenses of participants and consultants as well as printing of evaluative criteria. The criteria for industrial arts were to serve as a basis for State evaluation of individual and division-wide industrial arts programs. The criteria for vocational industrial programs were to be distributed to all vocational industrial teachers for use as a self-evaluation instrument and a later report.

Strengthening Leadership and Consultative Services in Certain Subject Areas

Total funds: $33,258; staff: 0 professional and 0 nonprofessional.

Through contracted services and travel funds, the Division of Secondary Education was able to increase substantially its various services to local schools, with more visits, conferences, workshops, and regional meetings concerned with instruction in English and reading, modern foreign languages, social studies, mathematics, and science. Curriculum guides in many of the subject areas were further revised, and some studies were in process to determine the effectiveness of instructional materials prepared at the State level.

Summary

Substantial contributions were made by section 503, Title V, ESEA funds in the preparation and publication of updated materials, and the improved quality and extent of services by the State agency. The additional services encouraged State staff members to enlarge their plans to publish additional materials and to provide more workshops for State and local personnel. The NDEA Title X allocation was transferred to ESEA, Title V, retroactive to July 1, 1967.

Washington

ANNUAL REPORT UNDER TITLE V, SECTION 503, FISCAL YEAR 1968

State educational agency.—Washington State Superintendent of Public Instruction.

Funds expended or obligated.—$449,344.

Staff engaged, by number of positions.—18.5 professional; 14.8 nonprofessional.

Distribution of pupil enrollment and school districts served, by enrollment size of districts.—

Enrollment size of districts	Number of districts	Number of pupils enrolled
25,000 or more pupils	5	233, 492
12,000 to 24,99	8	129, 868
6,000 to 11,999	17	137, 878
3,000 to 5,9999	26	103, 730
1,800 to 2,999	31	72, 266
600 to 1,799	73	72, 379
300 to 599	54	23, 505
Under 300	132	14, 036
Total	346	787, 154

Projects.—

Administration and Finance

Total funds: $70,393; staff: 5 professional and 1 nonprofessional.

During fiscal year 1968, this agency developed a new fiscal report form, based upon a new accounting system installed in 1967. The purpose of the new reporting form was to identify program costs in local districts and the State and to establish a basis for determining total per-pupil costs.

The accounting system required workshop and field service to train and orient local staff members.

A contract was negotiated with Washington State University, Pullman School District, and the State office to set up a pilot project for development of PPBS for local districts in the State.

Field services in the area of school planning and construction were continued to school districts. This will assist considerably to update the entire school construction financial program.

Curriculum and Instruction

Total funds: $171,159; staff: 7.5 professional and 5.5 nonprofessional.

During the past fiscal year, the State office spearheaded the planning, conducting, and the evaluation of State and regional workshops.

We have greatly strengthened our survey service to local school districts in that we have been able to provide a comprehensive consultant service covering all disciplines and service areas.

We have developed a variety of cooperative interdistrict programs especially in more isolated areas where resources are limited and schools find it difficult to offer broad, comprehensive programs.

We have developed and expanded State approval and accreditation standards for school districts, assisting in the development of criteria consistent with current trends.

We are moving toward a better integration of Federal programs and the general responsibilities of the office.

We have played an important part in developing statewide plans for the utilization of total community resources in the development of educational programs.

Data Processing

Total funds: $62,156; staff: 1 professional.

The Data Processing Unit within the SEA conducted inservice educational programs for all personnel.

Data processing involvement included continuing development of plans for comprehensive statistical information systems.

During this past year data processing, along with research, was engaged in a simulation project related to the construction of a new school plant in this State.

Educational Communications Services

Total funds: $64,786; staff: 2 professional and 5 nonprofessional.

The SEA has staffed and equipped a multimedia production and graphic arts section. Of all areas within the SEA that Title V has touched and strengthened, this one in particular is vital and necessary.

The SEA has been able through this service to record in the most appropriate media, information for use in communication and dissemination throughout education and the community.

Teacher Education and Certification

Total funds: $20,115; staff: 1 professional and 1 nonprofessional.

During 1967 two drafts of proposed standards of preparation for professional elementary and secondary school personnel were developed with the assistance of State advisory committees. These were distributed to school and college personnel, school directors, legislators, professional associations, and interested citizens. The proposals were reviewed and discussed in numerous meetings throughout the State during the year.

Personnel

Total funds: $21,929; staff: 1 professional and 1 nonprofessional.

The personnel officer participated in two major reorganizational studies and conducted a more refined and comprehensive salary survey to form a basis for setting salaries of professional educators employed by the State office.

Research

Total funds: $38,807; staff: 1 professional and 1.3 nonprofessional.

Personnel and resources made available under Title V, ESEA have allowed the Research Office to:

A. Continue and expand a major pilot project designed to assess the feasibility of making computer school available within the State;

B. Further develop a clearinghouse for the dissemination of new and promising educational practices among the schools of the State;

C. Continue an increased level of consultant services available to local schools in regard to research and program evaluation activities.

West Virginia

ANNUAL REPORT UNDER TITLE V, SECTION 503, FISCAL YEAR 1968

State educational agency.—West Virginia State Department of Education.

Funds expended or obligated.—$304,423.

Staff engaged, by number of positions.—11.2 professional; 15.2 nonprofessional.

Distribution of pupil enrollment and school districts served, by enrollment size of districts.—

Enrollment size of districts	Number of districts	Number of pupils enrolled
25,000 or more pupils	1	57, 739
12,000 to 24,999	9	149, 610
6,000 to 11,999	15	123, 429
3,000 to 5,999	13	56, 151
1,800 to 2,999	13	29, 195
600 to 1,799	4	5, 939
300 to 599		
Under 300		
Total	55	422, 063

Projects.—

Educational Planning

Total funds: $42,420; staff: 1.2 professional and 2 nonprofessional.

As a basis for improved statewide educational planning, evaluated the organization, administration, and services of the West Virginia school system. Developed design for long-range planning assisted by the Utah-administered Title V, section 505 special project, "Designing Education for the Future." Began preliminary work on management information system in cooperation with West Virginia Department of Commerce. The Planning Office cooperated with all bureaus and divisions in development of programs and activities which strengthened the overall educational program of the State. Provided leadership in developing educational goals for public education in State.

Research

Total funds: $28,248; staff: 1 professional and 1.5 nonprofessional.

Published a document entitled "Research Abstracts" for distribution to State school systems. Identified and developed a list of outstanding educational achievements and practices within the State for the Education Commissioner of the States. Assisted department staff and local district personnel in research design, project supervision, statistical analysis and evaluation. Assisted Office of Planning in identifying immediate and emerging educational needs and in developing long-range plans.

Coordination of State Department-Operated Programs and Services

Total funds: $22,621; staff: 1 professional and 1 nonprofessional.

Coordinated various programs and services both within the department and with other agencies and colleges. For example, directed project for identification and training of educational leaders. Prepared report describing West Virginia Department of Education response to the report of the U.S. Office of Education, Title V, review of the Department. Supervised the Guaranteed Student Loan Program for both college and vocational student loans. Directed the work of the High School-College Relations Committee. Directed an Interstate (Title V, section 505) Project for Program Planning and Consolidation.

Improving Teacher Education Programs

Total funds: $28,898; staff: 1 professional and 1.2 nonprofessional.

Provided leadership for strengthening the teacher education programs in the colleges. Created visiting committees for the on-campus accreditation activities of selected teacher education programs at two State colleges. Helped prepare evaluation forms used by colleges in their self-study in preparation for program accreditation. Developed a greater awareness of problems associated with student teaching by visiting college campuses and conferring with personnel concerned with teacher preparation.

School Plant Planning

Total funds: $14,331; staff: 0.5 professional and 1 nonprofessional.

Provided expanded leadership and consultant services to Local Educational Agencies to assure buildings designed to accommodate present program needs. Assisted in planning kind and location of several new buildings. Inspected buildings as to safety and health factors. Reviewed and approved all plans for construction—new and additions.

Expanding Departmental Internal Supporting Services through Data Processing

Total funds: $95,661; staff: 4 professional and 4 nonprofessional.

Continued activities that have made possible the better coordination of the activities of all divisions of the department and improved services to local educational agencies. For example, initiated the following: (*a*) Automated scoring services for State county testing; (*b*) Pilot program of county budget data collection; (*c*) Collection of data related to assignments of elementary personnel; (*d*) Identification of teacher certification by fields of endorsement; (*e*) Implemented computer-assisted teacher placement service.

Publications

Total funds: $10,782; staff: 1 nonprofessional.

Continued publication of "Superintendent's Newsletter," and "Interdepartmental Bulletin"—monthly publications, "Education Directory," "Superintendent's Annual Report" and "Report of U.S.O.E. Team Review." Initiated a Weekly Report on internal organization to inform department staff. Edited and developed layout for "Living, Loving, Learning West Virginia," a teacher's guide on conservation. Engaged in public relations work in the counties. Added new equipment to facilitate the entire publications program. However, the need for the development of appropriate promotional materials for a sound public relations program was a need that was not met because of lack of financial and staff resources.

Improvement of Instruction

Total funds: $61,462; staff: 2.5 professional and 3.5 nonprofessional.

Developed inservice programs to acquaint teachers with modern curricula trends in the natural sciences, language arts, and social studies. Prepared materials for junior high underachievers in mathematics. Continued a series of experimental projects. Twelve additional projects in language arts were begun. Added new curriculum materials to expand the language experimental programs into the upper grades. Strengthened consultant services by the employment of an industrial arts specialist.

Summary

An emphasis on the coordination of department functions and long-range planning characterizes the activities supported with Title V, section 505 funds. The development of research summaries, the involvement of personnel in assessing educational needs, the increased data processing competence and the availability of internal communication publications, for example, contribute to the solution of immediate problems as well as to the long-range planning objective of the department. The programs for preservice and inservice education of teachers were strengthened by specific projects involving working relationships with the colleges and universities and with local schools through the establishment of workshops and experimental curriculum and teaching projects. The availability of funds to provide personnel with materials and equipment, though still inadequate, has strengthened the research, data processing, publications, consultant and service capabilities of the department.

Wisconsin

ANNUAL REPORT UNDER TITLE V, SECTION 503, FISCAL YEAR 1968

State educational agency.—State of Wisconsin, Department of Public Instruction.

Funds expended or obligated.—$467,511.

Staff engaged, by number or positions.—20.8 professional; 27.5 nonprofessional.

Distribution of pupil enrollment and school districts served, by enrollment size of districts.—

Enrollment size of districts	Number of districts	Number of pupils enrolled
25,000 or more pupils	3	186, 423
12,000 to 24,999	3	50, 754
6,000 to 11,999	17	154, 273
3,000 to 5,999	27	102, 704
1,800 to 2,999	49	113, 341
600 to 1,799	220	232, 031
300 to 599	99	44, 993
Under 300	170	18, 667
Total	588	903, 186

Projects.—

Major State Education Agency development, improvement, or expansion activities carried out during the fiscal year:

Strengthening Leadership in Curriculum and Consultive Services to Local Schools

Total funds: $111,461; staff: 5.8 professional and 2 nonprofessional.

Made supervisory and evaluative visits to local schools in early childhood education, health, art, and home economics; organized and conducted workshops in these special areas for educators throughout most of the State; served as advisors and consultants in special areas to local districts, various organizations, governmental agencies, and cooperative educational service agencies; worked with established advisory committees in the four special areas; and represented the department at State and national meetings. As a direct result of the leadership efforts of the staff, programs in these special areas have been instituted in many local districts.

Improvement of Teacher Education and Certification

Total funds: $27,555; staff: 1 professional and 7 nonprofessional.

The employment of a staff member to coordinate teacher education programs among 31 degree granting institutions resulted in better programs. Through periodic reviews, the department staff has achieved a closer working relationship with the degree granting institutions. This liaison has helped achieve a more realistic assumption of statewide responsibility for improving teacher education programs.

Improvement of Management, Data Processing, and Staff Development (Improvement of Management and Supporting Services)

Total funds: $129,010; staff: 5 professional and 5.1 nonprofessional.

The trained personnel staff was successful in recruiting and retaining a clerical staff.

Ongoing counseling and inservice activities were conducted for staff development. Employee morale reflected general acceptance of these efforts and staff retention was improved.

Job evaluations and reclassifications were carried out for many positions.

Fiscal procedures were improved through consolidation of like processes.

Available data were reviewed and a small start was made toward true program planning. A State plan for educational data processing was begun.

Improvement of Publications, Public Information, and Professional Library Resources

Total funds: $28,149; staff: 3 nonprofessional.

The Department of Public Instruction professional library was moved to new, larger, and better-located quarters. A new acquisition policy was begun. An increase in the use of facilities and titles was made when the staff gained confidence that desired titles could be found.

Department publications were improved through the contributions of a graphic artist and publications editor to the makeup of approximately 80 percent of the publications. Public information services were enlarged through the use of the services of the educational public information consultant in a few local districts. In addition, the Department of Public Instruction official newsletter gained an increase in circulation as a result of requests from statewide educational organizations.

Research and Program Innovation

Total funds: $60,378; staff: 3 professional and 2.2 nonprofessional.

A Department of Public Instruction Center for Research and Program Development was developed. Improved liaison with the University of Wisconsin Research and Development Center resulted. Leadership posture of the Department with the University of Wisconsin and the educational community was improved. In addition, the Department was able to give more leadership to the local districts in the area of research. The Department was able to take some steps toward long-range educational planning for the State.

Title X—NDEA—Public Law 85–864 (Improvement of Educational Information System)

Total funds: $50,000; staff: 1 professional and 13 nonprofessional.

Field consultant help to Cooperative Educational Service Agencies and local school districts has been expanded to include personnel and equipment support in developing local school district applications.

The Department of Public Instruction leadership role in educational data processing resulted in a "State Plan for Computer Support Service for the State of Wisconsin," which is a long-range plan providing for the development of statewide information systems including a computer support system.

The Department of Public Instruction Educational Information System has been developing into a more comprehensive system serving all educational units, professional and education-center associations, governmental agencies and organizations, and individuals interested in education.

In the department, system analysts and programers have been assigned liaison relationships with various divisions to improve communication and increase service efficiency.

Data processing applications in operation included: pupil enrollments, teacher employment and certification, school plant data, school lunch commodity distribution, transportation data, State aid computation, Federal program accounting and school curriculum reporting and analysis.

Title III—NDEA—Supervision (Continued and Strengthening Leadership and Consultive Service to Local Schools)

Total funds: $60,958.50; staff: 5 professional and 1.5 nonprofessional.

Initiated, planned, and developed inservice programs for local school districts. Consulted with local district staffs, professional organizations, and college and university staffs in curriculum planning, development of instructional facilities, evaluation of programs in subject fields, and improvement of teaching methods.

Disseminated, implemented, and evaluated conceptual framework bulletins, technical reports, and laboratory manuals in several critical subject areas.

Summary

Title V section 503 funds have been utilized over the period of their existence to make a major contribution to the State department operation and to increase both the quantity and quality of services offered to local agencies. Twenty professional and 27 support personnel have been employed under this program.

An examination of the positions held by these added staff members discloses that eight persons are assigned to curriculum and consultive services to local educational agencies, eight persons have been assigned to teacher education and certification, 10 are utilized in management improvement activities, also five are engaged in research and program innovation, and six are engaged in direct supervisory capacities in NDEA activities.

Wyoming

ANNUAL REPORT UNDER TITLE V, SECTION 503, FISCAL YEAR 1968

State educational agency.—Wyoming State Department of Education.

Funds expended or obligated.—$157,401.

Staff engaged, by number of positions.—7 professional; 13 nonprofessional.

Distribution of pupil enrollment and school districts served, by enrollment size of districts.—

Enrollment size of districts	Number of districts	Number of pupils enrolled
25,000 or more pupils		
12,000 to 24,999	1	14, 220
6,000 to 11,999	1	10, 017
3,000 to 5,999	3	11, 271
1,800 to 2,999	7	16, 262
600 to 1,799	17	19, 590
300 to 599	21	8, 740
Under	127	9, 317
Total	177	89, 417

Projects.—

Director of Personnel

Total funds: $20,266; staff: 1 professional and 1 nonprofessional.

Established a new organizational function for the department; upgraded and developed job descriptions; developed policies and procedures for all employees; expanded record keeping facilities for all personnel; implemented new centralized mailing procedures; established an inventory system for equipment; and centralized purchasing of office equipment and supplies.

Accounting and Auditing Services

Total funds: $16,143; staff: 1 professional and 2 nonprofessional.

Upgraded the accounting procedures within the department; provided assistance in the preparation of reports of expenditures under Title III of NDEA, acquisition of equipment and material; continued auditing of Titles III and V–A of NDEA and Title III of ESEA; devised new accounting records and reporting forms for Title II of ESEA; made arrangements to assume the auditing responsibilities of Titles III and VI–A of ESEA; provided assistance in the preparation of budgets for all divisions within the department; and prepared studies on the State foundation program.

Field Testing Services

Total funds: $22,602; staff: 1 professional and 1 nonprofessional.

Carried out an inservice testing course. Thirteen classes were conducted by a testing specialist with an enrollment of 337 teachers in eight of the 23 counties. A total of 312 teachers completed the course. Each teacher who completed the course received an inservice credit certificate good for one semester hour credit toward renewal of his certificate.

Supervisory Services for Subject Areas

Total funds: $13,574; staff: 1 professional and 1 nonprofessional.

Provided supervisory services, limited largely to reading and social studies, to local educational agencies. Activities in supervisory services included inservices programs and general assistance.

Statistical Services

Total funds: $30,492; staff: 2 professional and 4 nonprofessional.

Provided assistance in the formulation of a statewide uniform accounting system. This system was implemented in the school districts of the State. Gathered and analyzed pertinent data relative to education in the State for reporting purposes as part of the "Biennial Report." Initiated changes in collection instruments to try to coordinate data gathering functions of the department.

School Evaluation and Accreditation

Total funds: $8,579; staff: 1 nonprofessional.

Developed and published standards for Wyoming schools in preparation for evaluation process. Ninety-three public schools were evaluated by teams selected from the public schools, the University of Wyoming, and the department. The teams made onsite visitations. Written reports, with recommendations for needed improvements, were prepared and returned to each school district evaluated and to the State Board of Education. Levels of accreditation were subsequently assigned to the schools by the State Board of Education upon the recommendation of the evaluation committee.

Consultative Services

Total funds: $1,208; staff: none.

The school Code Advisory Committee met to provide consultative services to the department and the education subcommittee of the Statutes Revision Commission. The committee made recommendations for the updating of the statutes for the operation of the schools of the State. The Wyoming Education Council met to provide consultative services to the department in the areas of school district reorganization, school finance, special education, negotiations, and in general areas relative to the overall improvement of educational offerings in elementary and secondary education in the State.

Information Services

Total funds: $7,739; staff: 1 professional and 3 nonprofessional.

Prepared a recruitment brochure to help attract teachers to Wyoming. Copies were sent to approximately 700 teacher training institutions. Copies were also distributed in response to individual requests for information. A special recruitment insert was included in one issue of the department's monthly newsletter. Partially completed a slide presentation in color with a taped narrative entitled "School District Reorganization—Let's Tell It Like It Is." This presentation is for the edification of the lay public before the 1969 legislative assembly. Purchased new printing equipment, including an electric punch, a Varityper headlines fonts, a padding press, and a chair and desk for the layout technician.

Revision of Department Vouchering, Purchasing, Inventory, and Accounting Procedures

Total funds: $2,750; staff: none.

A consulting firm made a study of the department's vouchering, purchasing, inventory, and accounting procedures. Changes were recommended in three areas: (1) purchasing policy, (2) requisition, purchasing, and vouchering procedures, and (3) accounting reports and records. The department initiated implementation of the new procedures.

Revision of Wyoming School Laws

Total funds: $10,000; staff: none.

Continued to work with the Wyoming Statutes Revision Commission. The department contracted with the Wyoming State Revision Commission who in turn employed an attorney to work with the commission as a representative of the department. This individual and the commission rewrote the statutes for elementary and secondary education, incorporating appropriate revisions and making deletions and additions to update and upgrade the Wyoming School Code.

Inservice Training

Total funds: $22,748; staff: none.

The department contracted with consultants to conduct workshops for teachers, administrators, and special personnel. Approximately 3,000 professional educators received services and assistance through these workshops.

Administrative Procedures

Total funds: $1,300; staff: none.

The department contracted with a senior law student to research all the statutory rulemaking authority of the State Board of Education, the State Department of Education and the Superintendent of Public Instruction, applicable under the Wyoming Administrative Procedures Act of 1963; to collect the applicable rules and regulations promulgated thereunder, and to prepare them for filing in proper form with the Wyoming Secretary of State. This individual was under the general supervision of the State attorney general's office. Following the investigation, a final report was prepared and filed for inspection. This activity legitimized certain State-level rules and regulations pertaining to schools as required by the 1963 act.

Summary

Over the period of Title V, section 503 grants, program funds have been employed largely for: (1) providing consultative and technical services to local educational agencies; (2) strengthening departmental data processing and statistical services; and (3) improving departmental business management practices. In fiscal year 1968, most of the project activities were continued from fiscal year 1967, the exceptions being those activities transferred to Title V which were formerly funded under Titles III and X, section 1009, of NDEA.

Guam

ANNUAL REPORT UNDER TITLE V, SECTION 503, FISCAL YEAR 1968

State educational agency.—Territory of Guam, Department of Education.

Funds expended or obligated.—$74,460.

Staff engaged, by number of positions.—1 professional; 4 nonprofessional.

Distribution of pupil enrollment and school districts served, by enrollment size of districts.—

Enrollment size of districts	Number of districts	Number of pupils enrolled
25,000 or more pupils		
12,000 to 24,999	1	19, 184
6,000 to 11,999		
3,000 to 5,999		
1,800 to 2,999		
600 to 1,799		
300 to 599		
Under 300		
Total	1	19, 184

Projects.—

Curriculum Development

Total funds: $40,591; staff: 1 professional and 4 nonprofessional.

This project supported activities related to the administration of Guam's Educational Media Center. These activities increased the volume of teacher use of the center's materials by 30 percent. The funds provided for a graphic artist, improved courier services, and promotion of and plans for the territory's inservice training programs. These activities have been coordinated with the ESEA, Title III objectives.

Business Management Development

Total funds: $13,500; staff: 2 nonprofessional.

The following specific development, improvement, and activities were accomplished by this project during fiscal year 1968:

1. Posting of fiscal records on an NCR bookkeeping machine.
2. Completion and tabulation of property inventory records.
3. Provided better and faster service to the public school system in the area of procurement and accounting.

Statistical Services Expansion

Total funds: $20,369; staff: 1 professional and 4 nonprofessional.

Specific accomplishments during the current year which this project made possible are:

1. Property inventory through automated data processing has been established.
2. Textbook inventories are fully automated.

Trust Territory of the Pacific Islands

ANNUAL REPORT UNDER TITLE V, SECTION 503, FISCAL YEAR 1968

State educational agency.—Trust Territory of the Pacific Islands, Department of Education.

Funds expended or obligated.—$17,100.

Staff engaged, by number of positions.—0 professional; 0 nonprofessional.

Distribution of pupil enrollment and school districts served, by enrollment size of districts.—

Enrollment size of districts	Number of districts	Number of pupils enrolled
25,000 or more pupils	1	25, 651
Total	1	25, 651

Project.—

Late funding did not permit full use of the Trust Territory allotment. A contractual arrangement was entered into with a research organization to develop an instrument for the measurement of educational achievement applicable to the special needs of students of the Trust Territory.

Samoa

ANNUAL REPORT UNDER TITLE V, SECTION 503, FISCAL YEAR 1968

State educational agency.—Government of American Samoa, Department of Education.

Funds expended or obligated.—$49,986.

Staff engaged, by number of positions.—0 professional; 0 nonprofessional.

Distribution of pupil enrollment and school districts served, by enrollment size of districts.—

Enrollment size of districts	Number of districts	Number of pupils enrolled
6,000 to 11,999	1	7, 999
Total	1	7, 999

Projects.—

The Department of Education arranged for two projects directed toward the development of professional growth for two groups of employees: one, the new stateside contract employees and, two, a selected group of high potential Samoan educational personnel.

Hawaii Project

A 1-week orientation program for new stateside contract employees of the Department of Education was held at the School of Education, University of Hawaii. This program was cooperatively planned by the University of Hawaii, the Department of Education, and the National Association of Educational Broadcasters.

Stanford University Project

For potential administrators, a 6-week institute was held at Stanford University for 27 carefully selected high potential Samoan education personnel. A program directed towards the development of concepts, techniques, and educational values not available in American Samoa.

Appendix B

SPECIAL PROJECT GRANTS—SECTION 505, ABSTRACTS OF MAJOR PROJECTS ONGOING IN FISCAL YEAR 1968

Section 505, ESEA Title V Interstate Project Abstract

PROJECT PUBLIC INFORMATION FOR IMPROVEMENT OF COMMUNICATION AND PUBLIC INFORMATION PROGRAMS FOR STATE EDUCATIONAL AGENCIES

Project Director

Dr. Richard Gray

Objectives and Activities

The project was designed as an accelerated program to assist State education agencies in improving their effectiveness in communicating the condition, progress, and needs of education. Project goals were to assist States to develop policies concerning the State department role in public information, train personnel in public information services, improve and evaluate existing communications practices and develop new techniques, undertake communications research and secure current information for State agencies, provide services to local schools, and exchange information with other States.

The project undertook a wide variety of activities to assist State departments of education in making better use of all means of communication, and in the development of new and improved methods of reaching education's many publics. Pilot projects in student involvement enabled students in four States to participate in activities designed to inform them about the role of the public schools and to enlist their support as a "concerned public" of education. Several national conferences were held, including a philosophy colloquium exploring the need for better communications about education and a conference emphasizing the need for improved graduate school instruction in educational public information. A national survey of chief State school officers and others concerned with State education agencies provided "benchmark" data on prevailing attitudes and programs in the area of public information. Consulting services of national and area staff members as well as national authorities in various fields were provided to State departments which needed to develop public information programs and to those with particular problems.

The six regions conducted independent activities. One State produced a documentary film demonstrating to State departments the use of that medium. Another State held a series of conferences involving legislators, educators, and citizens in discussions of educational issues. A third experimented with a mobile news van to cover education news in visual form for television and group audiovisual presentation. Experiments to improve school-home communication among multiethnic populations were conducted in Hawaii and ghetto mainland areas. To increase the competencies of State education department public information directors, a number of regional workshops were held, dealing with basic communications problems, publications, radio and television, and other topics.

The project also produced a radio drama series, radio and television spot announcements dealing with local school issues, a number of publications and papers, including the demonstration publication "Educational Spectrum," and other films, filmstrips, videotapes, and other materials. A model public information program design was developed and produced in handbook form to provide practical guidelines for State departments of education in improving both internal and external communication. Project conferences and publications were designed to demonstrate effective communication techniques. Most publications include brief explanations of the reasons for the chosen format and production methods.

Section 505, ESEA Title V Interstate Project Abstract

DESIGNING EDUCATION FOR THE FUTURE: AN EIGHT-STATE PROJECT

Project Directors

Dr. Edgar L. Morphet and Mr. David L. Jesser

Objectives

The chief purposes of this project are to encourage statewide planning for effecting improvements in the educational organization and program and ultimately, to strengthen State education agencies in the participating States.

Activities

Eight area work-conferences, all but the seventh producing an important conference report have taken place as follows:

1. Prospective Changes in Society by 1980 (June 1966).
2. Implications for Education of Prospective Changes in Society (October 1966).
3. Strategies and Procedures in Planning and Effecting Needed Changes in Education (April 1967).
4. Cooperative Planning for Education in 1980: Objectives, Procedures, and Priorities (November 1967).
5. Emerging Designs for Education: Program, Organization, Operation, and Finance (March 1968).
6. Planning for the Effective Utilization of Technology in Education (May 1968).
7. Training session on the systems approach to practical problems of planning (November 1968).
8. Governors' Conference on Education for the Future (December 1968).

Major conference reports are available from Citation Press.

Feedback and recommendations from the area conferences are obtained in each State from published copies of the reports, reactions of State participants, and from a series of meetings held to discuss information and concepts considered at the conference.

Activities conducted individually by the States include obtaining and analyzing pertinent data on trends and projections that may be needed in planning for the future, and developing a plan or design for improving various aspects of education, including organization and administration.

Each State has organized an advisory or policy committee with which the coordinator and consultant work to identify problems and plan improvements. Special study committees have also been organized to prepare recommendations for consideration by the coordinator, consultant, and advisory committee. In the last months of the project, each State will devote attention to preparing and disseminating a final report dealing with major recommendations resulting from the State study and to planning steps for implementation of the study recommendations.

A final project report, including an evaluation of each State's program by outside evaluators, will be published. In addition, a number of films and filmstrips dealing with planning have been or are being produced.

Section 505, ESEA Title V Interstate Project Abstract

FACILITATING DESIRABLE CHANGE IN THE EDUCATIONAL PROGRAM FOR CHILDREN AND YOUTH (REGIONAL CURRICULUM PROJECT)

Project Director

Dr. Edward T. Brown

Objectives

Through systematic study and experimentation, the project sought to identify and examine the roles of State departments of education in providing instructional leadership and services to local schools to facilitate desirable change in the educational program. Four school systems in each participating State, representing a spectrum of size, socioeconomic conditions, rural and urban communities, and other differences served as experimental laboratories to assist State department personnel in a study of their roles in helping schools to accomplish their objectives.

Activities

In summer 1966, a workshop attended by State department of education personnel, representatives of the 24 local school systems, and consultants, was conducted to begin development of plans for curriculum improvement in the participating local schools. The workshop provided State department personnel with an opportunity to study their roles in helping schools establish goals for a desirable educational program, determine processes essential to attainment of these goals, and develop criteria for appraising progress.

Among areas selected for cooperative study by the State departments were: (1) consultant services to local school systems, (2) development and utilization of curriculum guides and course-of-study materials, and (3) utilization of communications media.

Several status studies were conducted in 1967 and 1968:

1. *Profiles of Departments of Education and Public Instruction.*
2. *Consultant Role Study.* Structured interviews with 30 curriculum consultants were conducted in each State department of education by the State project coordinator. The taped interviews focused on the individual State consultant's perception of his role in instruction and curriculum. Reports of findings in each State and the total region were disseminated.
2. *Attitude Survey.* Questionnaires were sent to superintendents, central office personnel, principals, and local school professional personnel in the six States asking their opinions of current and prospective roles and services of State departments of education. Reports of findings were made available to chief State school officers and other State department personnel.
3. *Curriculum Guide Study.* The purpose of this study was to describe the process for developing curriculum guides in the six States, from recognition of need through distribution and utilization, and to identify factors influencing the use of curriculum guides by school personnel. Interviews with department leadership were conducted to identify typical decisionmaking, writing and distribution procedures which were documented by a questionnaire completed by nine consultants in each department.
4. *Consultant Use of Media Study* (incomplete).
5. *Research Role Study* (incomplete).

Several individual State status studies have been conducted under the direction and with assistance of the RCP central staff:

South Carolina—Study of Para-Professionals in South Carolina;

Florida—Role of the County Supervisors in Florida;

Alabama—Identification of Innovative Local School Programs;

North Carolina—Attitude of Department Toward Itself.

Three regional workshops were held in summer 1967 for approximately 100 State department curriculum consultants and others to examine the results of the interviews and attitude studies. An analysis provided considerable information for use in determining next steps in improving State department leadership and services to local schools.

Ten topical workshops also were held in the summer of 1967 to provide inservice education centered around topics of special concern to State department personnel. Topics were: "State Department-Instructional Division Organization," "Orientation of New Employees," "Department of Education Innovative Practices," "Developing Local Leadership," "Inservice Programs for Teachers," "Potential of Computer Test Analysis," "State Department Data Bank," "The State Department and Teacher Training Institutions," "Re-Organization of Small Local School Districts," "State Department Planning: What, Why, How?"

Descriptions of the local projects, including the involvement of consultants from the State departments of education, also were developed. Information used for these reports came from observational and anecdotal records, tape recordings of interviews and conferences, and collections of data made by curriculum leaders in the local projects.

Section 505, ESEA Title V Interstate Project Abstract

NEW ENGLAND EDUCATIONAL ASSESSMENT PROJECT

Project Director

Mr. Phillip Annas

Objectives

A major area of concern of the project is the development and application of assessment instruments and data collection procedures. A secondary concern is the development of compatible data processing systems in the several State agencies. The project staff is endeavoring to help local educators identify problem areas, initiate remedial procedures and measure progress, provide means for local systems to interchange information and ideas, strengthen local control by providing a source of adequate facts for decisionmaking, facilitate interstate communication, enable State departments to make available to local school systems their research facilities, and increase the information banks of the State agencies.

Activities

Each State is developing a data system for storage and retrieval of educational information. A central storage bank for educational data has been established in Massachusetts, and the Massachusetts State Department of Education acts as a service agent in compiling and distributing regional data.

The project has produced substantial results in a number of activities relating to assessment and evaluation. A guidelines study undertaken early in the project to assist teachers and administrators in the assessment and evaluation of programs resulted in the production of several publications. Visitation teams survey Title I, Public Law 89–10, programs throughout New England. Three films describing some of the most innovative programs were produced and are available to commercial and educational outlets.

Inventories were made of the reading achievement and science knowledge of third grade and terminal high school students, respectively. Test instruments in these areas were developed and administered. A study of the use of teacher aides was conducted, and an extensive compilation of staff data for New England schools was completed for 1966 and 1967.

Consulants have written guidelines for the preparation of new social studies programs and will further develop these materials. The first phase of a guidance study has appraised available guidance services throughout New England. These and other unfinished activities are scheduled to be completed during the final months of the project. Publications have been or are being produced for each major activity.

New activities proposed for the final period of operation include a study of innovative practices in teaching and administration, and an assessment of mathematics programs similar to the reading and social studies assessments.

Section 505, ESEA Title V Interstate Project Abstract

MIDWESTERN STATES EDUCATIONAL INFORMATION PROJECT

Project Director

Mr. Sam Bliss

Objectives and Activities

The project is designed to facilitate the development and implementation of an integrated educational information system compatible among the midwestern States. The system will provide basic information concerning education for purposes of reporting, analysis, research, and decisionmaking at both State and local levels. In addition, the system will furnish data for Federal reports, specialized research at institutions of higher learning, and special State governmental committees.

As part of the total integrated system, five subsystems concerned with instructional programs, facilities, finances, personnel, and pupils have been developed. Each component of the information system is being field-tested in each of the participating States and, when found satisfactory, will be integrated into the basic framework of the total system. Results of the project will be disseminated to other educational agencies through publications, conferences, workshops, visitations, and special reports.

Section 505, ESEA Title V Interstate Project Abstract

REGIONAL EDUCATIONAL AGENCIES PROJECT—INTERNATIONAL EDUCATION

Project Director

Mr. Severo Gomez

Objectives

The goal of this project is to introduce an international dimension into the work of the participating State departments of education, and to develop channels of communication between educational leaders within and without the United States in order to foster better understanding and exchange of ideas. The States are attempting to demonstrate what can be done to relate international education to State programs of curriculum development and teacher education and certification, and to assist local districts in making use of the resources inherent in international education programs.

Activities

Among activities undertaken to accomplish the project objectives are: Revision of State curriculums to include improved units on international education; revision of textbooks and instructional materials concerning other countries by State agency and Latin American staff members, development of films and other teaching materials on India, development of a social studies curriculum guide in international education, improvement of language instruction, particularly in Spanish, improvement of instruction of non-English-speaking children, development of contacts with national ministeries of education and individual schools in Latin America, development of pilot projects in individual schools to inject international education into various subjects and grade levels of the curriculum, and arrangement for exchange of teachers between foreign countries and the participating States.

Project activities have involved governmental and educational organizations, including the Southern Association of Colleges and Schools, the Overseas Schools Section of the Department of State, the Institute of International Studies of the Department of Health, Education, and Welfare; United States Information Service; the Peace Corps; the Texas Good Neighbor Commission; and the HemisFair and Inter-American Education Center in San Antonio, Texas. In cooperation with the Southern Association and the State Department, criteria have been refined for evaluating American-type schools abroad.

Additional activities have been undertaken individually by the participating States. Cooperative endeavors between the Texas Education Agency and the Guatemalan Ministry of Education include the development of science laboratories in Guatemalan schools and the training of teachers to use them, the development of materials for teaching Spanish as a first language and as a second language and for teaching English as a second language, and the development of intercultural materials for use in social studies instruction. The Alabama State Department of Education in cooperation with the University of Alabama and a local school district has sought to develop curriculum materials through a pilot project in international relations for students in grades K–12. The Tennessee State Department of Education scheduled seminars on college campuses throughout the State for school teachers, college faculty members, and the public.

The seminars dealt with the history, economics, geography, and arts of Latin American as well as contemporary inter-American relations. The Louisiana State Department of Education initiated a pilot program in international studies for students in grades K–12, emphasizing langauge and social studies instruction.

Project personnel in the four participating States have met with State agency staff in other southern States to discuss the project. A few of these States have requested consultative assistance from one or more of the participating States. Additionally, States are helping to develop a social studies guide in international education to be available to all 50 States.

Section 505, ESEA Title V Interstate Project Abstract

INTERSTATE CERTIFICATION OF TEACHERS AND OTHER SCHOOL PERSONNEL

Project Director

Dr. Helen Hartle

Objectives

The ultimate aim of the project is to enhance mobility among teachers and other school personnel through a viable mechanism for interstate certification based upon mutual acceptance of graduates of State-approved programs of teacher education. The project seeks to develop a pattern and appropriate materials for interstate certification and implementation of the approach among a group of States.

Activities

The first phase of the project was directed at all 50 States. The project staff distributed a questionnaire concerning State certification policies and practices and compiled the data contained in the responses of 49 States. Certification and legal officers of 44 States met to discuss teacher mobility and procedures for constructing interstate agreements and model compacts.

A subsequent phase has involved 11 States in a demonstration of the means of effecting interstate certification agreements. These States have participated in a series of meetings on instruments for making interstate certification possible: legislative agreements delegating power to the State agency to enter into an interstate compact, and enabling legislation for enactment of the agreements.

Four States—California, Maryland, Massachusetts, and New York—have enacted legislation which will enable them ultimately to enter into contractual arrangements for interstate certification.

The project staff plans to further disseminate information about the project by submitting articles to professional journals and by meeting with regional groups of States interested in legislative adoption of the interstate agreement, with college personnel seeking information on certification of their graduates, and with interested lay groups.

Section 505, ESEA Title V Interstate Project Abstract

MULTISTATE TEACHER EDUCATION PROJECT (M-STEP)

Project Director

Dr. Howard E. Bosley

Objectives and Activities

To strengthen the role of State education agencies in teacher education, emphasis has been placed on the improvement of professional laboratory experiences in teacher education and on the development and use of educational media, in particular videotapes and their application to student teaching.

Major undertakings have included the experimental utilization of television in various types of professional laboratory experiences; the development of a variety of types of student teaching centers; the exploration and establishment of new means of improving cooperation and communication among State departments of education, colleges and universities, local school systems, and related professional associations for the improvement of professional laboratory experiences; and the promotion of interstate cooperative efforts to improve significant aspects of teacher education.

Under State department leadership, Florida has made an extensive analysis of capabilities and needs of professional personnel as a guide for planning programs of teacher preparation and growth. Maryland has developed a demonstration center for student teaching. Michigan has set up regional centers for coordination of laboratory experiences in teacher education. South Carolina has developed videotapes as resource aids in student teaching programs. Utah has focused on the use of instructional media for preservice and inservice education. Washington has developed cooperative programs of teacher preparation among school systems and higher education institutions. West Virginia has established a pilot center to coordinate efforts of teacher education institutions and local school systems.

The seven States and the central office of the project have produced and disseminated numerous publications, manuscripts, videotapes, and other materials. In addition, the central office prepared two collections of working materials and information emphasizing the role of the State department of education in statewide planning for teacher education.

Section 505, ESEA Title V Interstate Project Abstract

GREAT PLAINS SCHOOL DISTRICT ORGANIZATION PROJECT

Project Director

Dr. Ralph D. Purdy.

Objectives

Through this project, the four States attempted to consolidate departments of education in a concentrated attack upon the common problem of school district organization.

Activities

The project personnel developed and implemented an organizational plan for the total project as well as for each State. State directors researched selected aspects of a multistate approach to the problems of school district organization, including demography, school finance, characteristics of an adequately organized school district, and characteristics of the intermediate unit and its potential for education in the four States. State directors and the project directors gave major planning emphasis to development of lay leadership in each of the four States.

Several four-State conferences were held, dealing with topics such as State school system organization for vocational education and special services: demographic, economic, and other factors in school district organization. Those attending the conferences included key legislators, leaders of State government agencies, representatives of business and industry, lay educators, and leaders of professional education groups in the four States. State meetings were held utilizing the legislators and lay participants at the four-State conferences.

During the final months of the project, the project staff developed and disseminated a four-State report. In addition, each State produced a final report of its activities.

Section 505, ESEA Title V Interstate Project Abstract

THE DEVELOPMENT OF STATE LEADERSHIP FOR IMPROVING EDUCATIONAL OPPORTUNITIES OF FARM MIGRANT CHILDREN

Objectives and Activities

The major purposes of the project were: (*a*) development of an interstate pupil record system for farm migrant children, (*b*) interagency coordination of migrant programs and services within States, (*c*) development of resource materials for school systems, (*d*) initiation of plans for improving inservice training of teachers of migrant pupils, (*e*) development of interstate plans for coordinating educational programs and services for migrant pupils, and (*f*) development of a model of expanded interstate activities concerning the special educational problems of farm migrant children.

Focusing on interstate aspects of improving the education of farm migrant children, the staff developed and implemented plans for the total project as well as for each State. State coordinators directed special attention to selected phases of this multistate approach, which resulted in: (*a*) identification of migrant children—both intrastate and interstate, (*b*) identificational needs of migrant children, (*c*) development of State guides for educating these children and/or for improving instructional programs, (*d*) arrangements for inservice preparation programs for professional and paraprofessional personnel who work with migrant children, (*e*) development and testing of specially prepared instructional materials, (*f*) cooperative arrangement through which programs and services of other agencies and organizations serving migrant children have been coordinated within a State, (*g*) cooperative arrangements through which the professional competencies of other State education agency staff members have been utilized, and (*h*) establishment of State advisory committees on the education of migrant children.

In addition, the project developed: (*a*) a special transfer record for migrant children, (*b*) an outline to be used by universities, colleges, and State and local education agencies as a guide in conducting their inservice education programs for teachers, and (*c*) plans for interstate exchange of teachers and for exchange of curriculum materials designed for the Mexican-American migrant child.

Section 505, ESEA Title V Interstate Project Abstract

GUIDELINES FOR IMPROVEMENT OF STATE EDUCATION AGENCY PERSONNEL ADMINISTRATION, INCLUDING FAIR AND EQUAL EMPLOYMENT OPPORTUNITIES

Project Director

Dr. Lloyd N. Morrisett

Objectives and Activities

A "review" was undertaken of existing personnel practices within a selected group of State education agencies and, as appropriate, other State agencies. This review was directed toward sound staff procurement and utilization practices as well as equal rights and opportunities.

Using the materials and information acquired from the review, the project staff, in consultation with the participating States, developed a draft of "A Guide for the Self-Evaluation of Personnel Practices in a State Education Agency." This guide included statements of purpose and directions for use as well as an outline of general and specific personnel functions of a State education agency, including projection of staff needs, recruitment, selection, assignment, training, promotion, transfer, job classification, grievance, and employer-employee relations.

Upon the completion of this draft, each of the participating States hosted a regional conference of State representatives to consider comments on the guide, suggestions for changes, and application of the guide to respective State educational agencies.

Following these regional conferences, the project staff incorporated appropriate suggestions for changes in the guide on personnel practices in State education agencies, including guidelines on equal and fair employment practices and opportunities regardless of race, creed, religion, or sex. The guide was printed and distributed widely.

Section 505, ESEA Title V Interstate Project Abstract

STRENGTHENING STATE-LOCAL RELATIONSHIPS IN URBAN EDUCATION

Project Director

Dr. William D. Firman

Objectives and Activities

The State departments of education of the seven States encompassing the Nation's seven largest cities, proposed to assess and improve the relationship of large-city school districts with their respective State education departments. Through coordination of efforts among education departments of several States and programs in the Nation's largest cities, the project hoped to demonstrate that State education agencies could and should strengthen their services to the large city school districts.

To that end, a 4-day conference involving State and city superintendents from the seven participating States was held in late November 1966 to define critical issues and problem areas of common concern, and to identify resources needed to alleviate unsolved problems. Cities represented included: San Diego, Los Angeles, and San Francisco, Calif.; Peoria, Ill.; Baltimore, Md.; Detroit, Mich.; Buffalo and New York, N.Y.; Philadelphia and Pittsburgh, Pa.; and Dallas, Tex.

One outgrowth of the conference was the initiation of a study on State financing of large city school systems. The study is being conducted under contract and is in process of completion.

Section 505, ESEA Title V Interstate Project Abstract

COMPREHENSIVE PLANNING IN STATE EDUCATION AGENCIES

Project Director

Mr. Bernarr S. Furse

Objectives

Through this project, each of the participating State education agencies has attempted to bring together dispersed planning functions in order to develop a comprehensive, integrated educational planning program. The planning capability thus achieved is aimed at effecting maximum utilization of resources in the development of the State educational program and providing optimum services and leadership to the local school systems.

Activities

The project has incorporated training, program development, evaluation, and dissemination activities in an attempt to build effective comprehensive educational planning programs into each of the participating State education agencies. Each State has concentrated on an area of specialization in planning, such as guidance to local planning efforts, internal management and coordination, and intergovernmental activities. An intensive training program brought together the planning staffs from each of the State agencies for two seminars on comprehensive planning. In addition, the State staffs met periodically to share ideas, experiences, and problems.

Each of the project States has prepared a report of its activities and the overall project report along with audiovisual materials has been developed. As the project nears termination, the central project staff will disseminate the findings of the project and coordinate dissemination activities of the project States.

Section 505, ESEA Title V Interstate Project Abstract

POLICIES FOR STATE BOARDS OF EDUCATION

Project Director

Mr. Ronald L. Smith

Objectives

The ultimate goal of this project was to improve State education leadership in all States and territories through the strengthening of the policymaking activities of State boards of education by: (1) identifying areas and their subdivisions where State board policies might be desirable, (2) classifying and categorizing areas into a logical framework, (3) developing a series of alternative example State board policies for a selected number of the policy areas which were judged to be most significant, (4) publishing the structure and the alternative policies in a document to stimulate and assist State boards of education in their policy considerations, and (5) presenting the document to State board of education members at the 1968 annual conference of the National Association of State Boards of Education.

Activities

All of the participating States, with the exception of Michigan and New York, were involved in a section 505 project which ended September 30, 1967, entitled "Studying and Role and Policymaking Activities of State Boards of Education." The States continued an analysis of policymaking begun under that project by initiating five phases of activity:

1. Selection of tentative policy areas—the project director and council reviewed pertinent materials, selected tentative policy areas and their subdivisions, and prepared a questionnaire to obtain the views of State board members on these policy areas.
2. Administration of the questionnaire—the questionnaire was submitted to State board members and responses were analyzed.
3. Preparation of consultant papers—consultants, in cooperation with the project director and council, prepared alternative example policies for each policy area.
4. Preparation of alternative policy statements document—the council and consultants prepared the final guidelines document.
5. Dissemination and evaluation—the guidelines document was distributed to State board members, CSSOs, and others and evaluated at the NASBE conference.

Section 505, ESEA Title V Interstate Project Abstract

COMPREHENSIVE PLANNING FOR THE IMPROVEMENT OF EDUCATION IN APPALACHIA

Administrative Organization

The Education Advisory Committee on the Appalachian Region Commission administers the project. This staff will encourage State departments of education of the Appalachian region to participate in project activities.

Objectives

The ARC Education Advisory Committee is using project funds to undertake immediate and long-range planning for combining Federal, State, and local resources to improve rural education in the Appalachian region. The priorities for planning identified by the ARC education staff and the participating States include: comprehensive educational planning, regional educational service agencies, vocational education, educational manpower, and early childhood education.

Activities

In planning project activities for the 13-State region, the project staff has initiated the building of working relationships with State and local education agencies, regional educational laboratories, ESEA Title III centers, and institutions of higher education. Following meetings in each participating State to discuss project objectives, ARC held a regional conference of top management personnel from these agencies to discuss and agree upon the project priorities, as listed above.

Working committees with membership drawn from cooperating States have been established to deal with project priorities. The ARC education staff has prepared position papers on all priorities except educational manpower. A research project on educational manpower has been designed and data-gathering instruments have been developed for distribution to the participating States.

The ARC staff also has made arrangements for obtaining the services of consultants on comprehensive educational planning to work with the participating States both on an individual and group basis.

Section 505, ESEA Title V Interstate Project Abstract

NATIONAL EDUCATIONAL FINANCE PROJECT

Objectives and Activities

The purpose of the project is to design model educational finance programs which will accurately identify, interpret, and measure differences in educational needs and opportunities among children, school districts, and States, and relate these differences to the ability of the school district and the State to support a desirable educational program.

Basic to designing adequate school finance programs are the problems of translating the educational needs of the systems' clientele into financial terms and of determining the fiscal capacities of State and local school systems to meet these needs. The development of appropriate measurements of need and financial ability as bases for model State finance programs is the immediate objective of the project.

Through this project, State education agencies will provide cooperative leadership in evaluating the effectiveness of existing formulas for distributing State educational funds and in developing exemplary alternatives for meeting present and emerging needs. Planned as the first such comprehensive study since the 1933 National Survey of School Finance, the project will attempt to determine the relative costs of education below the college level and how local, State, and Federal resources might most effectively be combined to support needed school programs.

The 3-year project will include the following phases: planning and project design; establishment of procedures, activities, and methodology; experimental and developmental research; identification, testing, and evaluation of educational need and fiscal variables; analysis of research and construction of State school finance models; and computer programing, testing, preparation of materials, implementation of models, and dissemination. Project personnel currently are engaged in refining the theoretical framework for the study. Within this framework, they will attempt to identify all needs which should be recognized in educational finance systems. As needs are identified, flexible measures will be developed for differentiating among them in terms of the costs of educational programs designed to meet such needs. For example, satellite activities will explore the added costs of compensatory and special education, preschool and vocational programs, school housing and district organization, and other aspects of the complete educational system. Satellite projects are being contracted to universities and other agencies having specialized skills and facilities.

The project also will develop operational designs for analyzing the financial ability of school districts and States to meet identified needs. The implications of factors such as local effort, tax structures, legal limitations, and municipal overburden will be explored. The study of fiscal capacity will include analyses of the potential of Federal aid to education, including the impact of Federal programs in relation to the fiscal capacities of States and local school districts. Field research will be conducted in selected urban, suburban, and rural school districts representing various social, economic, geographic, and other conditions.

Based on these studies, model State educational finance programs will be designed and exhaustively tested to insure their applicability to the various social, economic, and organizational structures of school districts and States as well as their flexibility for adaptation to meet special problems. Hopefully, these model programs will provide all levels of government with improved alternatives in the comprehensive and long-range planning of finance systems to meet changing educational needs.

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